

Legacy: Linking Educators and the Gifted with Attorneys for
Civics: Yes! Challenging Lessons for the Classroom and Beyond.

PUB DATE- 94

NOTE- 176p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher)
(052), Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Citizenship Education; Elementary Secondary
Education; *Gifted; Instructional Materials; *Law Related
Education; Social Studies; Teaching Methods

IDENTIFIERS- Fourth Amendment; United States Constitution

This collection of 17 lessons developed by teachers is intended to assist in teaching civic education to gifted and talented students. Gifted and talented students find the study of the United States Constitution, case law, and the legislative process fascinating. Divided into two sections, one for elementary and middle school and the other for middle and high school, the lessons cover the origins and evolution of the system of government, how and why the legal system operates as it does, and the roles of politicians, lawyers, judges, and citizens in ensuring effective and responsible government. Julie Tunnell, an elementary teacher from Dublin, Ohio, presents a lesson plan based on a search warrant simulation. Students are introduced to the Fourth Amendment, review several hypothetical searches, ask questions of a visiting police officer, engage in a simulation about a stolen calculator, and prepare a search warrant. Vicki L. Chase, a high school teacher from Idaho Falls, Idaho, developed a lesson plan about the 1964 Civil Rights Act. The lesson introduces students to the impact of discrimination prior to the Act, investigates instances of unconstitutional discrimination, and explores how U.S. life has changed since the 1964 Civil Rights Act. The lesson plans in the collection include student handouts, bibliographies, and clearly specified procedures. (JD)

ED 381 476

SO 024 927

Images of Germany, Past and Present: A Film Collection. Series I,
Instructional Activities.

PUB DATE- 94

NOTE- 42p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)

DESCRIPTORS- *European History; *Filmographies; *Films; History
Instruction; Humanities Instruction; *Modern History; Teaching
Guides; *Teaching Methods; *Western Civilization; *World History

IDENTIFIERS- Germany

This set of lessons accompanies a series of 30-minute films for teaching about Germany. Available to educators throughout the United States upon request, the 17 films and accompanying instructional activities focus on culture, politics, economics, society, and sports and are appropriate for middle and high school students. Permission is granted to videotape the films off air and to reproduce unlimited copies of these lesson plans

ED 381 493

SP 035 849

Tomlinson, Louise M., Ed.

The Imperative Educational Network: Parents, Teachers, and Concerned Individuals. Volume 2. Proceedings of the Imperative Educational Network Conference (Athens, Georgia, 1990).

SPONS. AGENCY- Georgia Univ., Athens. Coll. of Education.

PUB DATE- 91

NOTE- 102p.; For other volumes, see SP 035 848-851.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Academic Achievement; Cocaine; Discipline; Elementary Secondary Education; Family Environment; Foster Care; Gifted; Parent Influence; Parent Participation; Parent Role; *Parent School Relationship; *Parent Student Relationship; *Parent Teacher Cooperation; Prereading Experience; Punishment; *Student Development; Summer Programs

IDENTIFIERS- Georgia

This conference was designed to provide a forum for the exchange of ideas on how parents, teachers, and other concerned individuals can contribute to strengthening the educational support system, and to generate practical information on strategies to improve achievement levels of youth. The first article, titled "Conference Program Prospectus" by Louise M. Tomlinson, offers a rationale for the conference, describes the conference structure, and notes its intended outcome as a program model to be replicated. The proceedings document then provides: (1) an outline of a keynote address by Edmund W. Gordon titled "Building Support in the Home and Community for Intellectual Development and Academic Achievement in Students"; (2) concurrent presentations titled "A Study of Ways Parents Enhance Their Children's Prereading Skills" (Dolores J. Dantzier-Wolfe); "Discipline vs. Punishment" (Anne Hall); "Cocaine Babies" (Diane E. Dunston); "Foster Care" (Danny Stevens); "Elementary and Middle Summer School Programs" (James Washington, Jr.); "The Role of the Parent in Educating the Gifted and Talented Minority Child" (Mary M. Frasier); and "An Alternative School Program" (Jeff Pottinger); (3) outlines of task force reports on keeping children in school, community networking, and parent rights and responsibilities; and (4) a reaction to the task force reports by Jack O. Jenkins. Some papers contain references. (JDD)

ED 381 494

SP 035 850

Tomlinson, Louise M., Ed.

The Imperative Educational Network: Parents, Teachers, and Concerned Individuals. Volume 3. Proceedings of the Imperative Educational Network Conference (Athens, Georgia, 1991).

SPONS. AGENCY- Georgia Univ., Athens. Coll. of Education.

PUB DATE- 92

NOTE- 101p.; For other volumes, see SP 035 848-851.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Academic Achievement; At Risk Persons; Cognitive Style; Delinquency; Elementary Secondary Education; Enrichment Activities; Mentors; Parent Influence; Parent Participation; Parent Role; Parents as Teachers; *Parent School Relationship; *Parent Student Relationship; *Parent Teacher Cooperation; *Student Development; Values Education

IDENTIFIERS- Georgia

ED 381 512

SP 035 884

Evans, Shirley King

Nutrition Education Materials and Audiovisuals for Grades 7 through 12. Special Reference Briefs.

PUB DATE- Jul 94

NOTE- 53p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Audiovisual Aids; Curriculum; Dietetics; *Foods Instruction; Health Education; *Instructional Materials; Nutrition; *Nutrition Instruction; Secondary Education

This resource guide lists nutrition education materials, audiovisuals, and other materials for secondary school classroom use. Topics covered include general nutrition, food preparation, food science, and dietary management. Teaching materials listed include books, brochures, food models, games, kits, videocassettes, audiocassettes, activity sheets, posters, and lesson plans. Items are listed within the following categories: curriculums (13 items), learning activities (24 items), audiovisuals (49 items), resources written for children (16 items), and resources for adults (38 items). For each item listed, the information provided includes title, author, type of material, length (pages or minutes), publisher or producer, National Agricultural Library call number, and summary of content. A few of the items are available in languages other than English. Items are available on loan from the National Agricultural Library; guidelines for requesting materials are provided. (JDD)

ED 381 513

SP 035 886

Milligan, Jeffrey Ayala

Multiculturalism and Religious Fundamentalism: The Moral Challenge of Gender.

PUB DATE- 13 Nov 94

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Studies Association (26th, Chapel Hill, NC, November 10-13, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150); Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Cultural Pluralism; *Females; *Feminism; Higher Education; Moral Values; Multicultural Education; *Religious Cultural Groups; *Sex Role; Value Judgment

IDENTIFIERS- Empowerment; *Patriarchal Societies; *Religious Fundamentalism

This paper raises some points of tension that religious fundamentalism poses for multiculturalism, particularly regarding the status and role of women. An early section argues that inclusion and empowerment are key concepts at the core of multiculturalism. Further, the paper argues, multiculturalism's post-modernist/post-colonial deconstruction approach has created a non-absolutist conception of power, knowledge, culture, and identity. In this context, the next section asks if multiculturalism's championing of the marginalized, and its re-examination of the relationship between religion and education, logically extends its inclusion and empowerment agendas to religious fundamentalist movements that are actually subcultures? A review of the social and intellectual development of religious fundamentalism in the United States

ED 381 531

SP 035 922

Bainer, Deborah L.; Didham, Cheryl K.
Mentoring and Support Networks in Elementary Schools.

PUB DATE- 1 Apr 95

NOTE- 28p.; Paper presented at the Annual Meeting of the
International Mentoring Association (San Antonio, TX, March 30-
April 1, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150); Reports - Research/Technical (143)

DESCRIPTORS- Collegiality; Elementary Education; Elementary
Schools; *Elementary School Teachers; Faculty Development;
*Interpersonal Relationship; *Mentors; Organizational Climate;
Peer Relationship; Quality of Working Life; *Sex Differences;
*Social Support Groups; Surveys; Teacher Attitudes; Work
Environment

IDENTIFIERS- *Protege Mentor Relationship

This study explored the dimensional structure of mentoring and
other support behaviors that occur naturally among teachers in
elementary school settings and contrasted the support networks
of female and male teachers. A Teacher Support Behavior Survey
(TSBS) was developed based on the content of 512 interviews
with elementary teachers on their daily interactions and on a
survey that had been used with university professors. The TSBS
included 33 statements asking teachers to indicate whether or
not they had engaged in certain supportive activities. A Survey
of Organizational Communications: Elementary School was also
administered. A statewide random sample of 750 elementary
teachers received the instruments of which a total of 517 were
returned and used in the study. Due to the extremely high
proportion of female teachers responding (94 percent), a second
mailing went out to 400 male elementary teachers of whom 313
returned usable questionnaires. Six separate factors emerged as
dimensions of support among female teachers while eight factors
emerged as aspects of male teachers' networks. The results of
the study support the notion that informal, multidimensional
communication support behaviors operate within elementary
schools apart from formalized mentoring programs and that these
have a more positive and lasting effect on female than on male
teachers. Among female teachers, a network of individuals tends
to provide a variety of types of support, functions are less
discrete, and the line between personal, social, and
professional relationships is blurred. Among male teachers,
more individuals are potentially included in the support
network and each may serve a more specific function. (Contains
17 references.) (JB)

ED 381 532

SP 035 923

Implementing 5-14: a Progress Report. Interchange No. 23.

PUB DATE- Feb 94

NOTE- 17p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Educational Assessment; Elementary School Teachers;
Elementary Secondary Education; Foreign Countries; National
Competency Tests; National Curriculum; National Norms;
*National Programs; *Program Evaluation; *Program
Implementation; Secondary School Teachers; *Teacher Attitudes

ED 381 551

TM 022 836

Catterall, James S.; Winters, Lynn
Economic Analysis of Testing: Competency, Certification, and
"Authentic" Assessments.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- Aug 94

NOTE- 28p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Certification; *Competence;
Cost Effectiveness; Costs; *Economic Factors; Economic Impact;
*Educational Assessment; Educational Testing; Elementary
Secondary Education; Expenditures; Models; Teacher Evaluation;
*Test Use

IDENTIFIERS- *Authentic Assessment; *Performance Based Evaluation

This report explores the application of cost analysis to testing and assessment in elementary and secondary schools. A case for economic analysis of testing is first outlined. The case rests on the importance on test information, the magnitude of resources devoted to testing, and the relevance of an economics of information model to testing decisions. Second, the common modes of economic analysis attached to this model are discussed: cost-benefit and cost-effectiveness analyses. The presentation is carried out through examination of system-wide tests of pupil achievement and teacher competency. Finally, the contemporary press for more "authentic" or performance-based assessments is explored using the lenses of economic models. (Contains 16 references.) (Author)

ED 381 552

TM 022 837

Picus, Lawrence O.

A Conceptual Framework for Analyzing the Costs of Alternative Assessment.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- Aug 94

NOTE- 38p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cost Effectiveness; *Educational Assessment;
Educational Change; Educational Planning; Elementary Secondary
Education; *Expenditures; Resource Allocation; *State Programs;
Test Construction; *Testing Programs

IDENTIFIERS- *Alternative Assessment

A conceptual framework is developed for analyzing the costs of alternative assessment instruments. The framework will be used in future analyses by the Center for the Study of Evaluation to determine the costs of alternative assessment programs in a number of states. It is important that a distinction be made between costs and expenditures. Costs are seen as a measure of benefits foregone to realize some outcome or benefit, and expenditures are a measure of resource flow regardless of their consequence. With this distinction in mind, the paper goes into the specifics of developing a cost analysis for alternative assessment. The first step is to identify the expenditures necessary to operate the assessment program. Since the

Student Achievement of College-Level Communication and
Mathematics Skills in Florida: 1990-91.

PUB DATE- Feb 92

NOTE- 105p.; Prepared by the Standing Committee on Student
Achievement of the Articulation Coordinating Committee.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Accountability; Achievement
Tests; Associate Degrees; *College Students; *Communication
Skills; *Degree Requirements; Educational Trends; Essay Tests;
Higher Education; Language Skills; *Mathematics Achievement;
Public Colleges; Racial Differences; Reading Achievement;
Scores; Scoring; Sex Differences; Standards; State Legislation;
Test Construction; *Test Results

IDENTIFIERS- *College Level Academic Skills Test; *Florida
The College-Level Academic Skills Test (CLAST) is a mandated
examination of the achievement of college students in
communications skills and mathematics that must be passed by
students in Florida public institutions of higher education to
receive an Associate's degree or entrance into upper-level
courses. This report gives test results on the CLAST for 1990-
91 for the four subtest areas of mathematics, reading, English
language skills, and essay writing. In 1990-91, student
performance was better in English language skills and reading,
followed by mathematics, but was poorer for the essay. Fifty-
five percent of public community college students passed the
CLAST, and 56% of private college and university students
passed. The passing rate for public college students at other
than community colleges was 71% in 1990-91. Racial and ethnic
differences in achievement are discussed. Fourteen tables and
16 figures present study findings. Three appendixes list
standing committee members and present test results by
institution and subtest. (SLD)

Student Achievement of College-Level Communication and
Mathematics Skills in Florida: 1991-92.

PUB DATE- Apr 93

NOTE- 108p.; Prepared by the Standing Committee on Student
Achievement of the Articulation Coordinating Committee.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Accountability; Achievement
Tests; Associate Degrees; *College Students; *Communication
Skills; *Degree Requirements; Educational Trends; Essay Tests;
Higher Education; Language Skills; *Mathematics Achievement;
Public Colleges; Racial Differences; Reading Achievement;
Scores; Scoring; Sex Differences; Standards; State Legislation;
Test Construction; *Test Results

IDENTIFIERS- *College Level Academic Skills Test; *Florida

The College-Level Academic Skills Test (CLAST) is an achievement
test mandated by the state of Florida to assess the
communications and mathematics skills of college students in
public institutions in Florida. Passing the CLAST is a
requirement for an Associate's in Arts degree or entry into
upper-level courses. This report presents and analyzes test
results for the CLAST in 1991-92. Although performance in that
year was substantially above the baselines established in 1982,

to help the reader. An appendix lists names and addresses of many resource organizations. (Contains 292 references.) (SLD)

ED 381 594

UD 030 354

Tiedt, Pamela L.; Tiedt, Iris M.
Multicultural Teaching. A Handbook of Activities, Information,
and Resources. Fourth Edition.

PUB DATE- 95

NOTE- 440p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For
Practitioners) - Non-Classroom Use (For Administrative and
Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
Classroom situations) (055)

DESCRIPTORS- *Cultural Awareness; Cultural Differences; Cultural
Pluralism; *Curriculum Development; Elementary Education;
*Equal Education; Minority Groups; *Multicultural Education;
Teacher Education; *Teaching Methods

IDENTIFIERS- *Linguistic Pluralism

This teacher handbook provides the foundation for a multicultural curriculum for kindergarten through grade 8. The presentation has two major components: a multicultural knowledge base and learning activities that provide equity for diverse students. A major assumption is that multicultural understanding is fundamental to the education of all children, not only children from minority backgrounds. A second assumption is that education is inherently multicultural, and a final assumption is that it is as basic as literacy and quantitative reasoning. Sections include: (1) Living in a Multiculture; (2) Teaching for Diversity; (3) Building on Student Strengths; (4) Making All Students Feel Included; (5) Enlarging Student Perspectives; (6) Exploring Language and Linguistic Diversity; (7) Infusing Multicultural Education into Reading and Language Arts Programs; (8) Multicultural Education across the Curriculum; (9) Teaching Multiculturally around the Year; and (10) Reflecting on Multicultural Education. An appendix, "Developing a Knowledge Base for Multicultural Education," contains 46 general references, a number of resource organizations, and over 800 works referring to specific ethnic or cultural groups. (SLD)

ED 381 595

UD 030 355

Burlew, A. Kathleen Hoard, Ed.; And Others
African American Psychology: Theory, Research, and Practice.

PUB DATE- 92

NOTE- 436p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020), Reports -
Evaluative/Feasibility (142)

DESCRIPTORS- *Blacks; Cognitive Measurement; *Cultural Awareness;
Demography; Family Structure; Individual Characteristics;
*Measurement Techniques; National Surveys; Psychological
Studies; Psychological Testing; *Psychology; Racial
Identification; Research Methodology; *Social Attitudes

IDENTIFIERS- *African Americans; *National Survey of Black
Americans

Originating in the National Survey of Black Americans (NSBA), this book examines this major research project, the first study to sample a truly representative cross section of Blacks in America. The contributors discuss the methodological procedures

for classroom use. All the films and support materials are presented in English. The film title with a brief description of the content and accompanying lessons are found in the book. The film titles include: (1) A Few Good Conscientious Objectors; (2) Potsdamer Platz; (3) All for One and One for All; (4) It's All So Different: Coming Home to a Unified Germany; (5) The Katyn File: Mass Murder as a Propaganda Tool; (6) Testimony in Stone; (7) Always an Element of Fear: Jews in Germany Today; (8) The Reichstag: Notes on a Hallowed Hall; (9) CARE: Packages for Berlin; (10) Stone and Glass: Cologne Cathedral Works; (11) The Lausitz Legacy; (12) Caged: The Evolution of the Inner German Border Fence; (13) Making the New Out of the Old: Recycling is the Word; (14) From Sea to Painted Sea: The German Expressionist Emil Nolde; (15) White Gold: Porcelain from Meissen; (16) Carl Faberge: The Man with the Golden Hands; and (17) Memories of Kathe Kollwitz. (EH)

ED 381 477

SO 024 931

Rayala, Martin

Art Education: A Guide to Curriculum Planning. Bulletin No. 95185. Second Edition.

PUB DATE- Jan 95

NOTE- 224p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Art Education; Curriculum Development; Elementary Secondary Education; Standards; State Curriculum Guides; Visual Arts

IDENTIFIERS- Wisconsin

This planning guide encourages reformation of the Wisconsin art education curriculum toward a less linear, sequential, and compartmentalized approach. The new program draws on recent knowledge of how students learn and how curricula components can be integrated. Focusing on themes and concept development, the guide supports independent thinking and problem solving, and favors experiential activities. Clear links between national standards, state goals, district curriculum, classroom instruction, and student assessment are established. The guide is divided into 12 sections: (1) Philosophy; (2) Curriculum Development; (3) Visual Learning; (4) Art and Society; (5) Design Art; (6) Studio Art; (7) Planning for Instruction; (8) Planning for Integration; (9) Incorporating Education Goals and Standards; (10) Planning for Assessment; (11) Aspects of an Effective Program; and (12) Appendixes, which include State Standards for Licensure, Art, Curriculum, and Instruction; the Wisconsin Administrative Code; the Family-Community Partnership in Schools Checklist; and Resources. (MM)

ED 381 478

SO 024 935

Naik, Chitra, Ed.; And Others

Education for All Summit of Nine High-Population Countries (New Delhi, India, December 12-16, 1993). Panel Proceedings.

PUB DATE- 94

NOTE- 78p.; For a related document, see SO 024 936.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Adult Basic Education; *Developing Nations; *Educational Policy; Elementary Education; Females; Foreign Countries; *International Cooperation; Overpopulation; *Womens

This conference sought to provide a forum for the exchange of ideas on how parents, teachers, and other concerned individuals can contribute to strengthening the educational support system, and to generate practical information on strategies to improve achievement levels of youth. A conference program prospectus by Louise M. Tomlinson offers a rationale for the conference, describes the conference structure, and notes its intended outcome as a program model to be replicated. A keynote address by John White is then presented, describing the status of education and his efforts in the Georgia House of Representatives to create collaborative programs that improve education. The texts of seven concurrent presentations are also included: "Student Assistance Program (SAP) in the Athens Area" (Marnie Fereday); "Enhancing Parents' Capacity as Agents of Nurturance and Educational Support for Their Children" (Patricia Johnson-Dalzine); "Mentoring: A Workable Alternative to Parental Involvement" (Lonnie D. Johnson); "HEART: A Proposal for Criminally At-Risk Youths" (Larry Leflore and Janet Thornton); "Facilitating the Understanding of Science by Children: Learning Styles Considerations" (Mary Atwater); "Psychosocial Development and Educational Attainment: Enrichment Strategies for Parents" (Charles Martin-Stanley); and "Community Involvement in the Clarke County School District Values Education Program" (Carol Young). Summaries are presented of two task force discussions on community resources for parents and on home, school, and community interaction, followed by a reaction to the task force reports by Art Dunning. Some papers contain references. (JDD)

ED 381 495

SP 035 851

Tomlinson, Louise M., Ed.

The Imperative Educational Network: Parents, Teachers, and Concerned Individuals. Volume 4. Proceedings of the Imperative Educational Network Conference (Athens, Georgia, 1992).

SPONS. AGENCY- Georgia Univ., Athens. Coll. of Education.

PUB DATE- 93

NOTE- 158p.; For other volumes, see SP 035 848-850.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Academic Achievement; Agency Cooperation; Elementary Secondary Education; Mentors; Parent Child Relationship; Parent Influence; Parent Participation; Parent Role; Parents as Teachers; *Parent School Relationship; *Parent Student Relationship; *Parent Teacher Cooperation; *Student Development

IDENTIFIERS- Georgia

This conference sought to provide a forum for the exchange of ideas on how parents, teachers, and other concerned individuals can contribute to strengthening the educational support system, and sought to generate practical information on strategies to improve achievement levels of youth. A conference program prospectus by Louise M. Tomlinson offers a rationale for the conference, describes the conference structure, and notes its intended outcome as a program model to be replicated elsewhere in Georgia. Conference presentations include: "Teachers Facilitating Parent Support: How Does It Begin?" (Theresa M. Bey); "Parent Talk Through the Mail" (Loretta Konecki); "Makin' a Life: Parenting in Families of Color" (Barbara K. Mullins); "Reading Depends on Experiences and Opportunities To Talk about Those Experiences" (Michelle Commyras); "ABCs of Parenthood" (Evelyn C. Neely); "School Climate: The Empowerment of Parents, Students and Teachers" (Ronald A. Harper); "An Education Prescription for Each Child" (J. Vincent Cook); "UNITE:

follows along with an argument that it and multiculturalism are both responses to or critiques of modernity. The next section explores the tension that arises over the role and status of women when fundamentalist groups are legitimized under the multicultural agenda. The next section describes the experiences of two women from fundamentalist cultures who had to enter into arranged marriages and the personification in these women of the dilemma that fundamentalist culture poses for multiculturalism. If one holds to the belief that the empowerment of women is an integral part of multiculturalism, then one is bound to question the morality of women's subordination. The paper concludes that it may be time to seek a new conceptual basis for multiculturalism, one that moves beyond diversity, inclusion, and empowerment, that can bridge differences and not forget subordinated individuals and groups. (JB)

ED 381 514

SP 035 889

Barell, John

Teaching for Thoughtfulness: Classroom Strategies To Enhance Intellectual Development. Second Edition.

PUB DATE- 95

NOTE- 349p.; For first edition, see ED 331 789.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Classroom Environment; *Curriculum Design; Educational Change; Educational Practices; Elementary Secondary Education; *Evaluative Thinking; Higher Education; Inservice Teacher Education; Personal Narratives; Preservice Teacher Education; *Problem Solving; Reflective Teaching; *Skill Development; *Strategic Planning; Teaching Methods; *Thinking Skills

This text, designed for both preservice and inservice educators, promotes critical thinking and problem solving across the curriculum. Chapter 1 presents information from personal observations and national studies to support the conclusion that educators need to spend more time creating environments that foster thoughtfulness. Chapter 2 defines thinking as a search for meaning and understanding. Chapter 3 envisions a school which teaches thoughtfulness. Chapter 4 explores ways of moving toward the vision. Chapter 5 examines ways of designing a classroom environment that invites students' thoughtfulness. Chapter 6 exemplifies what is meant by problem-based learning and provides a rationale for this way of designing curricular and instructional plans. Chapter 7 presents one way of designing problem-based learning curricular experiences. Chapters 8-11 present strategies that go beyond minimal understanding of facts and ideas--strategies that involve problem solving, and in turn imagination (adventurous thinking), being reasonable (critical thinking), and reflecting on the processes (metacognition). Chapter 12 focuses upon determining the quality and depth of students' understanding of what has been taught. Chapter 13 uses examples from a number of different schools to illustrate several points about effecting change. Chapter 14 shares the experiences of four elementary and secondary school teachers and one mother, with children's developing independence. (LL)

ED 381 515

SP 035 890

IDENTIFIERS- *Scotland

This paper reports on many aspects of an in-progress Scottish national effort to improve curriculum, assessment, and progress reports on students ages 5 through 14. The 5-14 Development Program was launched in 1987, and this paper reports information from the first two years of operation. The study not only evaluates progress to date but also provides a channel through which the views and experiences of teachers, head-teachers, parents, and others involved in the program can be heard and taken into account. Evaluation teams survey samples of primary and secondary school teachers and conduct in-depth interviews with staff. A report from the primary schools looks at the curriculum guidelines and their implementation, views on assessment and reporting guidelines, and the experience of and response to national testing. A report on the secondary school participation in the program covers views on curriculum guidelines and assessment guidelines, and progress implementing the guidelines. A section on links between primary and secondary schools reports gradual increase in interchange and variable use of primary school records in secondary schools. (JB)

ED 381 533

SP 035 925

Marso, Ronald N.; Pigge, Fred L.

Teacher Recruitment Effectiveness: A Comparative Study of the Affective Attributes of Teacher Candidates of the 1980's and the 1990's.

PUB DATE- Feb 95

NOTE- 12p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Detroit, MI, February 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Affective Behavior; Comparative Analysis; Educational Change; Education Majors; Elementary Secondary Education; Enrollment Trends; Higher Education; Preservice Teacher Education; *Student Attitudes; Student Characteristics; *Teacher Recruitment; *Teaching (Occupation)

IDENTIFIERS- *Preservice Teachers

This study compared the affective attributes of a sample of beginning teacher education students in the 1990's with a sample of beginning teacher education students of the 1980's to investigate whether or not educational reform actions were accompanied by changes in the affective characteristics of individuals entering teacher preparation. The data obtained from the two samples of teacher education students (N=393) who were registered at a large midwestern teacher preparation institution suggested that the enhanced recruiting efforts of recent years have allowed teacher education institutions similar to the one on which this study was conducted to maintain teacher candidate quality as indicated by scholastic aptitude scores without detrimental changes in the affective attributes of prospective teachers. The 1990's candidates reported levels of attitude toward teaching as a career, of concerns about surviving as teachers, and of concerns about their impact upon pupils similar to the 1980's candidates. The 1990's candidates reported less anxiety about teaching, more confidence about becoming teachers, and more concern for the actual task of teaching than did the 1980's cohorts. (Contains 19 references.) (JB)

expenditure estimate alone may not reflect total costs, other complex cost considerations must be resolved, such as the value of personnel time. Determining the value of opportunity costs will improve the quality of educational cost analyses dramatically. Two figures illustrate the discussion. (Contains 10 references.) (SLD)

ED 381 553

TM 022 888

Silver, Rawley
Silver Drawing Test of Cognitive Skills and Adjustment. Drawing What You Predict, What You See, and What You Imagine.

PUB DATE- 90

NOTE- 160p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adults; Children; *Cognitive Processes; Depression (Psychology); *Diagnostic Tests; *Emotional Adjustment; *Freehand Drawing; Identification; Norms; *Problem Solving; Scoring; Screening Tests; Spatial Ability; Testing; Test Manuals; Test Reliability; Test Validity; *Thinking Skills

IDENTIFIERS- Silver Drawing Test of Cog Skills and Adjust

This manual is a revision of the manual originally published in 1983. Since then it has been discovered that stimulus drawing tasks, like the Drawing from Imagination subtest of the Silver Drawing Test of Cognitive and Creative Skills (SDT), can be used to screen for depression and emotional adjustment. New research findings are the basis for evaluating the emotional content of responses to the drawing tasks. The revised editions of test and manual offer tighter scoring guidelines, more illustrations, and new studies of validity and reliability. While the manual retains the percentile rank norms of the previous edition, it also includes mean scores for groups of children and adults so that scores can be ranked as average or above or below average. The SDT is based on the theory that drawings can be used to identify and assess the ability to solve conceptual problems. The three subtests deal with concepts of class, space, and order. Theories behind the test and its development are reviewed. Test validity and reliability are considered, along with directions for administering and scoring the test. An appendix contains the test itself, and attachments present other test pages. Twenty-five tables and 34 figures illustrate the discussion. (SLD)

ED 381 554

TM 022 889

Bridgeman, Brent; Morgan, Rick
Relationships between Differential Performance on Multiple-Choice and Essay Sections of Selected AP Exams and Measures of Performance in High School and College. College Board Report No. 94-5.

PUB DATE- 94

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Advanced Placement; Advanced Placement Programs; Biology; College Entrance Examinations; College Students; English; *Essay Tests; High Achievement; Higher Education; High Schools; *High School Students; History;

no consistent improvements have been observed over the past 10 years. Statewide passing rates for the year were: (1) community colleges, 53%; (2) other state public institutions, 68%; and (3) private colleges and universities, 54%. Racial and ethnic differences in CLAST performance are discussed. Recommendations are made for improvement of CLAST results. Twenty tables and 13 figures present test results. Three appendixes list standing committee members and present test results by institution and subtest. (SLD)

ED 381 574

TM 023 040

Work Keys.

PUB DATE- 95

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Career Planning; *Educational Assessment; Job Analysis; *Job Skills; Job Training; Mathematics; *Measurement Techniques; Needs Assessment; *Occupational Tests; *Profiles; Scoring; Technology

IDENTIFIERS- *Instructional Support; *Work Keys (ACT)

The Work Keys System from the American College Testing Program is an innovative national system that provides a continuous structure for documenting and improving the workplace skills of individuals. By providing individuals with reliable information about their own skill levels and the levels required for jobs, Work Keys can help individuals make solid career decisions. An integrated four-component system has been designed to facilitate communication through: (1) assessment; (2) job and occupational profiling; (3) reporting services; and (4) instructional support. The assessment component measures worker skills with regard to applied mathematics and technology, reading and listening, information gathering, and teamwork. Job profiling identifies the skill levels needed for various jobs. Scoring and reporting services make the assessment and profiling information available to organizations and individuals. Instructional support comes from the targets for instruction identified for each skill area. Work Keys services are offered through licensed Work Keys service centers to be established in a number of locations. Eight figures and a table support the discussion. A sign-up sheet for pretesting is enclosed. (SLD)

ED 381 575

TM 023 042

Holmes, Cooper B.

Like a Lasting Storm. Helping with Real-Life Problems.

PUB DATE- 94

NOTE- 74p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Counseling; *Emotional Problems; *Helping Relationship; Intervention; *Life Events; *Problem Solving; *Psychological Services

and approaches used in conducting the NSBA and explain how the study was designed with a sensitivity to cultural influences. Substantive findings from the survey are discussed on a variety of topics, including relationships with family and friends, community life, religion, work, racial identity, political attitudes and participation, and physical and mental health. The 28 chapters are divided into sections on: (1) theory, research, and practice; (2) African American families; (3) African American children; (4) cognitive and measurement issues; and (5) differential approaches in psychology.
(Author/SLD)

ED 381 596

UD 030 356

Webb, Norman L., Ed.; Romberg, Thomas A., Ed.
Reforming Mathematics Education in America's Cities. The Urban Mathematics Collaborative Project. Ways of Knowing in Science Series.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.; Wisconsin Center for Education Research, Madison.

PUB DATE- 94

NOTE- 244p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Case Studies; *Cooperation; Disadvantaged Youth; *Educational Change; Educational Innovation; Equal Education; High Schools; *High School Students; *Mathematics Instruction; Mathematics Teachers; *Program Development; Urban Schools
IDENTIFIERS- *Reform Efforts; *Urban Mathematics Collaborative Project

The Urban Mathematics Collaborative (UMC) Project was a 5-year effort to reform mathematics instruction in urban schools by empowering mathematics teachers. Targeting over 3,000 high school mathematics teachers in collaboratives in 11 urban areas, including San Francisco (California), Philadelphia (Pennsylvania), and New Orleans (Louisiana), the UMC project fostered collaboration among mathematics teachers, mathematicians, and representatives of the business community, in order to encourage professional enthusiasm and educational innovation. Forces that foster or inhibit educational reform and issues of equity and reaching underserved inner-city students are explored. Contributions include: (1) "The Urban Mathematics Collaboratives as Reform" (Thomas A. Romberg and Norman L. Webb); (2) "Mathematics and Community" (Barbara Scott Nelson); (3) "The Development of the Urban Mathematics Collaborative Project" (Norman L. Webb, and others); (4) "A Strategy for Social Change" (Thomas A. Romberg and Allan Pitman); (5) "Professionalism" (Allan Pitman); (6) "Conceptions of Mathematics and Mathematics Education Held by Teachers" (Thomas A. Romberg and James A. Middleton); (7) "Collaboration and Urban School Systems" (James A. Middleton and Norman L. Webb); (8) "The 'Urban' in the Mathematics Collaboratives: Case Studies of the Eleven Projects" (Thomas S. Popkewitz and Sigurjon Myrdal); (9) "Knowledge Growth and Professional Commitment--The Effect of the Urban Mathematics Collaborative on Two San Francisco Teachers" (Anna Richert); (10) "Being There--A Mathematics Collaborative and the Challenge of Teaching Mathematics in the Urban Classroom" (Cameron McCarthy); and (11) "Collaboration in Practice, and Final Thoughts" (Norman L. Webb and Thomas A. Romberg). Appendixes list project personnel and publications. (SLD)

Education

IDENTIFIERS- Bangladesh; Brazil; China; Egypt; India; Indonesia; Mexico; Nigeria; Pakistan

This collection of panel proceedings is divided into five sections each of which is devoted to one panel. Panel 1 focused on mobilization, people's participation, and decentralization for "Education For All (EFA)." Panel 2 was devoted to external and internal financial resources for EFA (Government of India). Panel 3 was on girls' and women's education, women's empowerment, and population issues. Panel 4 was on education and society. The fifth panel was a special panel devoted to India's District Primary Education Program. Participating nations were Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, and Pakistan. After a scene setting discussion at the beginning of a pre-summit session when delegates considered the analysis and synthesis paper prepared by UNESCO, they spent the rest of the three day conference taking part in the four panel discussions that centered on the main themes of the forthcoming Delhi Declaration. Before the conference, delegates had been presented with background papers on the themes that were enlarged upon by panelists from the United Nations agencies and representatives and ministers of the 9 states. Together these 9 countries account for more than half the world's population and 75 percent of its illiterates. They are cradles of civilization and founts of spiritual, cultural, and philosophical knowledge that continue to have a profound influence on humanity. Despite differing cultures and historical legacies, the countries have recognized that education is at the heart of sustainable development. (DK)

ED 381 479

SO 024 936

Naik, Chitra, Ed.; And Others

Education for All Summit of Nine High-Population Countries (New Delhi, India, December 12-16, 1993). Final Report.

PUB DATE- 94

NOTE- 84p.; For a related item, see SO 024 935.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; *Developing Nations;

Elementary Education; Females; Foreign Countries;

*International Cooperation; Overpopulation; *Womens Education

IDENTIFIERS- Bangladesh; Brazil; China; Egypt; India; Indonesia; Mexico; Nigeria; Pakistan

This final report on an international conference of nine high population developing countries on education for all (EFA) begins with a declaration of goals by the representatives of each of the nine nations represented. Participating nations were Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, and Pakistan. After a scene setting discussion at the beginning of a pre-summit session when delegates considered the analysis and synthesis paper prepared by United Nations Education, Scientific and Cultural Organization (UNESCO), they spent the rest of the three day conference taking part in four panel discussions that centered on the main themes of the forthcoming Delhi Declaration with which the document opened. Before the conference, delegates had been presented with background papers on the themes that were enlarged upon by panelists from the United Nations agencies and representatives and ministers of the 9 states. The panel topics were: (1) mobilization, people's participation and decentralization for Education For All (EFA) (United Nations

Understanding Needs: Integrating Team Efforts/Services and Collaborating Agencies and the School" (Carrie Gantt); "Mediating Columbus' Legacy for the Bilingual Hispanic Child: A Parent's Concerns" (Duncan Waite); "Health Issues for Adolescents" (Eric Wilson); "Parental Involvement in Preventing Teen Pregnancy" (Rick Dunn); "Teens and Drugs" (Robyn McDonald); "Court Intervention" (Steven C. Jones); "Addressing the Needs of At-Risk Girls" (Lois Thomas-Wright); "Mirrors and Crystal Balls: How Mentoring Helps Our Children" (Trudy Bradley); "Personal Development through Showing Girls How To Show" (Denise Mitchell); and "Character Development from a Church Perspective" (Andre Grier). Outlines for a task force discussion on home-school partnerships and a task force discussion on community-school networks conclude the proceedings. Some papers contain references. (JDD)

ED 381 496

SP 035 852

Lewis, Priscilla

Outcome-Based Education: Reframing the Debate. Occasional Paper No. 3.

PUB DATE- 94

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Academic Achievement; Academic Standards; Debate;

*Educational Philosophy; *Educational Policy; Elementary Secondary Education; Evaluation Criteria; *Policy Formation; Power Structure; Role of Education; Student Development;

*Student Educational Objectives; Student Evaluation

IDENTIFIERS- *Outcome Based Education

This article offers four explanations of why outcome-based education (OBE) has proven to be so controversial. First, OBE requires consideration of the central purposes of compulsory public education, on which there is sharp philosophical disagreement, and the outcome-defining process involves input from many groups with many different perspectives, including students, parents, educators, higher education institutions, employers, community leaders, taxpayers, and policymakers. Second, conflict has arisen between two kinds of OBE and between the interest groups allied with one version or the other. The original version of OBE confined itself fairly narrowly to academic achievement, while the other version (known as transformational OBE) encompasses not only academic knowledge and competence but also affective and attitudinal dimensions of learning. Third, OBE is not "just" about outcomes, but involves a relationship between outcomes and inputs, which are often questions of cost. Fourth, OBE has become a contest for control over the "culture" of education, emphasizing not the actual goals proposed for inclusion in OBE but who proposes them. The four explanations are designed to help construct a framework for understanding and engaging in the OBE debate. (JDD)

ED 381 497

SP 035 866

Scales, Peter C.; McEwin, C. Kenneth

Growing Pains: The Making of America's Middle School Teachers.

SPONS. AGENCY- Dewitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.

PUB DATE- 94

NOTE- 110p.

Schick, Jo-Anne; Boothe, Diane
Survey of Teachers' Attitudes toward Diversity: A Pilot Study.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cultural Pluralism; Elementary Secondary Education;
*English (Second Language); Graduate Students; Graduate Study;
Higher Education; Minority Groups; *Multicultural Education;
Questionnaires; Second Language Instruction; *Teacher
Attitudes; Teacher Certification; *Teacher Education; Teacher
Expectations of Students; Teachers
IDENTIFIERS- *Diversity (Student)

This study measured the attitudes and beliefs of teachers in graduate English-as-a-Second-Language (ESL) courses regarding cultural diversity, and particularly regarding multicultural education and educational strategies. Subjects were 31 graduate students enrolled in two of the Education courses required for ESL endorsement. All of the subjects were or had been classroom teachers and were taking these courses in order to complete their ESL endorsement requirements. Twenty-six of these students were women and five were men. The majority indicated that they were of European descent, while one student indicated Hispanic heritage and another Asian. Students ranged in age from mid-twenties to over 60 years of age. Students in both classes were administered the questionnaire during the first and the last class sessions. Results indicated that there were not significant differences on either the pre- or the posttest for gender ethnicity, age experience, or class. Analysis for change over the time of the course found that White students showed favorable attitude change. Discussion of the results observes that pretest mean scores were already quite high and that this population was already favorably disposed to teaching language-minority students. It is recommended that future surveys be administered to larger groups of graduate students prior to the final class meeting. For the purpose of the pilot study, these findings establish a framework for future discussion and investigation of issues affecting teacher attitudes. (Contains 15 references.) (JB)

ED 381 516 SP 035 891

Brogan, Bernard R.
The Case for Teacher Portfolios.
PUB DATE- 13 Feb 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (47th, Washington, DC, February 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Elementary School Teachers; Elementary Secondary Education; Evaluation Methods; *Portfolio Assessment; Portfolios (Background Materials); Secondary School Teachers; *Teacher Evaluation; *Teacher Improvement; *Teacher Role

This paper describes how teacher portfolios could be used to provide teachers with the opportunity to grow professionally in concert with other teachers and in ways that promote school, district, and professional student performance standards. An opening section discusses the lack of progress in developing

Morris, Vivian Gunn; And Others
Preparing Preservice Teachers To Take Leadership Roles in Parent Involvement Programs in Schools.

PUB DATE- Feb 95

NOTE- 17p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Detroit, MI, February 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Assignments; Course Objectives; *Education Courses; Elementary Education; Higher Education; Leadership Responsibility; *Parent Participation; Parent Role; Parent School Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation; Parent Workshops; Preservice Teacher Education; *Student Attitudes; Teacher Education Programs; *Teacher Role

IDENTIFIERS- *Memphis State University TN; *Preservice Teachers

This study explores how selected course experiences at the University of Memphis (Tennessee) influenced preservice teachers' perceptions of their comfort and competence levels in planning and implementing parent involvement programs. The course required of all elementary and early childhood education students, called "School/Community Relations," was based on the belief that parent involvement is essential to student success, that parents and teachers should be partners, that confident teachers are more likely to involve parents, and that teachers must assume leadership in reaching out to involve families and other community members. Four major assignments were required: conducting parent interviews, developing a parent involvement/education plan for one school year, developing a parental involvement notebook, and planning and implementing a parent workshop. Twenty-nine students completed pre- and post self-assessments related to their ability to work with parents. Responses indicated that all four assignments increased their confidence level, enhanced their ability to examine parental involvement myths, facilitated determination of their leadership role, and increased their "people skills." In addition, parent interviews were critical in affecting the students' attitudes, and developing the one-year plan strongly influenced student confidence. Contains examples of course assignments. (JB)

Lang, Gay, Ed.

EPTW: Educational Programs That Work. The Catalogue of the National Diffusion Network (NDN). 21st Edition.

PUB DATE- 95

NOTE- 338p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Adult Education; Career Education; *Demonstration Programs; Dropout Prevention; Early Childhood Education; Elementary Secondary Education; Gifted; Health Education; Higher Education; Humanities; Inservice Teacher Education; Interdisciplinary Approach; Mathematics Education; Migrant Education; Parent Participation; Physical Education; Preservice Teacher Education; *Program Descriptions; *Program

*Low Achievement; *Multiple Choice Tests; *Performance; Racial Differences; Sex Differences
IDENTIFIERS- *Advanced Placement Examinations (CEEB); *College Entrance Examination Board

Students with high scores (top third) on the essay portion of an Advanced Placement Examination (AP) (College Board) and low scores (bottom third) on the multiple-choice portion of the same examination were compared with students whose performance showed the opposite pattern. Across examinations in different subject areas (history, English, and biology) students who were relatively strong in the essay format and weak in the multiple-choice format were about as successful in their college courses as students who showed the opposite pattern, especially in courses where grades are not typically determined by multiple choice tests. Across several ethnic/racial groups, males tended to receive relatively high scores on the multiple-choice portion of the AP United States History Examination while females received higher scores on the essays than the multiple-choice questions. Because the population of students who take the AP Examinations is exceptionally able, generalizations to less able students are not warranted. Nine tables present study data. (Contains 14 references.) (Author/SLD)

ED 381 555

TM 022 890

Wainer, Howard; Thissen, David
On Examinee Choice in Educational Testing. GRE Board Professional Report No. 91-17P.

PUB DATE- Jun 94

NOTE- 42p.; Reprint from "Review of Educational Research," Spring 1994, Vol. 64, No. 1, pp 159-195.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Constructed Response; *Difficulty Level; *Educational Testing; *Equated Scores; *Individual Testing; *Item Banks; *Literature Reviews; *Test Bias; *Test Construction; *Test Format; *Test Items; *Test Length

IDENTIFIERS- *Choice Behavior

When an examination consists in whole or part of constructed response test items, it is common practice to allow the examinee to choose a subset of the constructed response questions from a larger pool. It is sometimes argued that, if choice were not allowed, the limitations on domain coverage forced by the small number of items might unfairly affect some examinees. Alternatives, such as increasing test length or confining questions to a core curriculum, might discourage teachers because of practical considerations. In this consideration of whether allowing examinee choice is a sensible strategy, some of the pitfalls of allowing choice are described. Some experimental steps that can tell whether choice can be implemented fairly are discussed. A bleak picture of the use of examinee choice emerges. To make tests with choice fair requires equating the test forms generated by the tests for their differential difficulty. Accomplishing this requires some special data gathering effort or trust in assumptions about unobserved responses that, if true, obviate the need for choice. If test items can be equated successfully, the value of choice is removed for any but the most superficial sense. Eight tables and seven figures illustrate the discussion. (Contains 40 references.) (SLD)

ED 381 556

TM 022 891

IDENTIFIERS- *Reality

The primary purpose of this volume is to awaken a realization on the part of helping professionals that some people have real-life emotional and psychological distress that cannot be defined or treated, like traditional psychopathological problems. Professionals must identify real-life problems that must be treated if the person is to live successfully. This distress must be differentiated from other forms of psychological and emotional distress. Each of the nine chapters defines the nature and treatment of real-life problems. The first three chapters provide a foundation for understanding the status of treatment for real-life problems. Chapters 4, 5, and 6 explore the normalcy of people's reactions and experience of real-life problems. Chapters 7 and 8 provide the professional helper with general guidelines for treatment of real-life problems, and Chapter 9 is a brief discussion of research and professional development needs. (Contains 99 references.) (SLD)

ED 381 576

TM 023 043

Shaughnessy, Michael F.

On the Theory and Measurement of Creativity.

PUB DATE- 95

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Comparative Analysis; *Creativity; Creativity Tests;

Definitions; *Measurement Techniques; Productivity;

*Psychometrics; Rating Scales; Test Construction; Test

Reliability; *Test Use; Test Validity; *Theories

IDENTIFIERS- *Structure of Intellect; *Torrance Tests of Creative Thinking

Developments in the measurement and theory of creativity are reviewed, and the present status of creativity vis-a-vis psychometrics and theory is explored. The realm of creativity has been a quagmire of definition problems, with creativity variously defined in terms of process or stages. In past eras, creativity was essentially measured by output or productivity. Contemporary measures include the Torrance tests, derived from the structure of intellect model, and various tests such as the Remote Associates Test (Mednick, 1962), the Starkweather Originality Test (1974), the Group Inventory for Finding Creative Talent (1980), the Barron Welsh Art Scale, and a number of rating scales and surveys. The proliferation of tests suggests that it is necessary to review the components of a test before issuing it, looking for an operational definition of creativity and support for test reliability and validity. Minimum requirements include: (1) outside empirical support for the test; (2) long-term follow-up studies; (3) comparison measures against other recognized measures; (4) essential basic agreement in the field as to what "creativity" means; and (5) an adequate theoretical base for research and test construction. (Contains 36 references.) (SLD)

ED 381 577

TM 023 044

Brownfield, Kelley M.

The Relationship between the Myers-Briggs Personality Types and Learning Styles.

PUB DATE- 93

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

Survey of Needs: Single Homeless Men. Denver Metro Area, 1993.

PUB DATE- Jun 94

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Basic Skills; Blacks; Educational Attainment;

*Educational Background; Elementary Secondary Education; Ethnic Groups; Hispanic Americans; *Homeless People; *Males; Minority Groups; *Needs Assessment; Surveys; *Vocational Education; Whites

IDENTIFIERS- *Colorado (Denver); *Single Persons

The Adult Learning Source Homeless Program of the Colorado Department of Education conducted an educational needs assessment of single homeless men in the Denver metropolitan area. A questionnaire was developed with the input of social services workers and administered to 74 homeless men in the summer of 1993. Forty-one percent were White, 24 percent were Black, and 27 percent were Hispanic. Thirty-four percent reported being disabled and 26 percent were veterans. Forty-eight percent reported that a high school diploma or equivalency was their highest level of education, although 30 percent reported attending some type of college. Only 22 percent had not finished high school. Fifty-seven percent reported receiving some type of vocational training. Half of the sample reported that they had no educational needs, but 9 of the 74 wanted to refresh basic skills and 8 wanted additional vocational training. Seventy-six percent reported the desire for more education, but reported homelessness, lack of money, learning difficulties, and other circumstances as barriers. Needs identified and targeted by the Department of Education center around accessing resources, problem-solving skills, and improving basic and life skills. The interview form is attached. Three tables summarize survey findings. (SLD)

Sheley, Joseph F.; And Others

Weapon-Related Victimization in Selected Inner-City High School

Samples. A Final Summary Report Presented to the National Institute of Justice.

PUB DATE- Feb 95

NOTE- 25p.; Cover title varies slightly.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; Ethnic Groups; High Schools; *High

School Students; Inner City; Racial Differences; *School Safety; Sex Differences; Social Problems; *Urban Schools; *Victims of Crime; *Violence

IDENTIFIERS- *Victimization; *Weapons

A study funded by the National Institute of Justice finds that one in five inner-city students surveyed (one in three males) had been shot at, stabbed, or otherwise injured with a weapon at or in transit to or from school in the past few years. Dangers of the environment outside the school were more obviously related to the rate of adolescent victimization (weapon-related victimization) than the environment inside the school. Findings from the study were derived from responses to surveys completed by 1,591 students (758 males and 833 females)

Children's Fund (UNICEF)); (2) external and internal financial resources for EFA (India); (3) girls' and women's education, women's empowerment, and population issues (United Nations Population Fund (UNFPA)); and (4) education and society (UNESCO). A special panel was convened by the host country for the large Indian contingent to take advantage of discussions with eminent guests that was based on the new initiative, the District Primary Education Programme. The 9 countries agreed to work in collaboration on a distance education initiative, both to enhance training of teachers and other personnel, and to better reach neo-literates and marginalized groups. Appendices include a detailed program and a list of participants. (DK)

ED 381 480

SO 024 942

Stoltman, Joseph P.

The National Geography Content Standards. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Mar 95

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Academic Standards; Elementary Secondary Education; *Geographic Concepts; *Geography; *Geography Instruction; Map Skills; *Resource Materials

IDENTIFIERS- ERIC Digests; *National Geography Standards

This ERIC Digest discusses "Geography for Life: National Geography Standards 1994." The standards specify what students in U.S. schools should learn and be able to do with regard to geography. There are six essential elements of geography into which 18 standards are grouped: (1) the world in spatial terms; (2) places and regions; (3) physical systems; (4) human systems; (5) environment and society; and (6) the uses of geography. Five skill sets for geography are presented with the content standards. The skills are: (1) asking geographic questions; (2) acquiring geographic information; (3) organizing geographic information; (4) analyzing geographic information; and (5) answering geographic questions. The standards make it clear that geography skills are the means to access and address the content in the standards. The five skills and suggestions for their inclusion focus upon critical thinking and incorporate such processes as knowing, inferring, analyzing, judging, hypothesizing, generalizing, predicting, and decision making. While the skills are clearly identified, they must be integrated within the numerous content standard suggestions across the students' K-12 experiences. This Digest lists five reasons why geography standards should be used: (1) they reflect the scholarly contributions of geography to student learning in grades K-12; (2) constituent groups agree that the standards include what U.S. youth should know and be able to do in using geography; (3) they reduce geographic content to a manageable level; (4) they may be mixed and matched to provide for a content rich social studies; and (5) they will link all schools with common threads in the curriculum. Instructions for obtaining copies of the standards are included. Contains 13 references and ERIC resources. (DK)

ED 381 481

SO 024 945

McBee, Robin Maskell

Demystifying Research in Education and the Social Sciences. A

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Change Strategies; Educational Improvement;
Elementary School Teachers; Field Experience Programs; Graduate
Study; Higher Education; Intermediate Grades; Junior High
Schools; *Middle Schools; *Preservice Teacher Education;
*Program Effectiveness; Secondary School Teachers;
*Specialization; Student Teaching; Surveys; Teacher Attitudes;
*Teacher Education Curriculum; Teachers; Undergraduate Study
IDENTIFIERS- Georgia; Kentucky; Missouri; North Carolina; Virginia

This monograph reports on a survey of middle level teacher preparation, based on the 1992 "Windows of Opportunity" study and on a modified Delphi process which identified a pool comprised of members of the Center for Early Adolescence and others. These educators were asked to rate the 33 recommendations from the "Windows of Opportunity" study for strengthening middle grades teacher preparation. The study focused on states that had "authentic" middle level teaching certificates and a relatively large number of middle level teacher preparation programs that were major specializations. A total of 2,139 middle school teachers in Georgia, Kentucky, Missouri, North Carolina, and Virginia responded to the survey. Slightly more than half of the teachers had some kind of special preparation for teaching young adolescents, but the majority received it in graduate programs. More than 40 percent of teachers did not have coursework on how to teach young adolescents, more than half did not have coursework on the curriculum and organization of the middle school, and nearly 60 percent did not have field work or student teaching in the middle grades. Teachers who had more of seven identified coursework and field experience components in their professional preparation rated the quality of their preparation more favorably than did teachers with fewer of these components. Ten recommendations for middle grades teacher education are offered. Appendixes contain the survey questionnaire and a list of advisory panel members. (Contains 44 references.) (JDB)

ED 381 498 SP 035 867

Multiple Teacher Training Programs: Information on Budgets, Services, and Target Groups. Fact Sheet for the Chairman, Budget Committee, House of Representatives.

PUB DATE- Feb 95

NOTE- 38p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,
Questionnaires, Evaluation Instruments
(160), Numerical/Quantitative Data (110)

DESCRIPTORS- Budgets; Elementary Secondary Education; Enrollment;
*Federal Aid; Federal Government; *Federal Programs;
*Government Role; Higher Education; Inservice Teacher
Education; Preservice Teacher Education; Services; *Teacher
Education Programs

This study examined the total number of federally funded teacher training programs (excluding student loans and grants that could be used for teacher training), the budget obligations for teacher training programs, the number of teachers trained by these programs, and differences in services across the programs. The study found that in fiscal year 1993 the federal government funded at least 86 programs related to teacher

effective teacher evaluation and improvement procedures in recent years. A discussion of portfolio use argues that it can encourage collegiality and collaboration; experimentation; incorporation of available knowledge bases; involvement in goal setting, implementation, evaluation, and decision-making; time to work on staff development and assimilate new learning; leadership and sustained administrative support; incentives and rewards; designs built on principles of adult learning; and integration of individual goals with school and district goals. A list of what to include in a portfolio suggests statement of goals and philosophy of teaching; summary of professional responsibilities and involvements; criteria for assessing teaching performance; and criteria for assessing service to school and the profession. It is concluded that portfolios allow for teachers to be in the middle of current efforts to improve the quality of teaching and learning in the schools. Contains 32 references. (JB)

ED 381 517

SP 035 894

Blackwell, E. Harold; Carlson, Gerald
Academic and Legal Ramifications of Hiring the Best.

PUB DATE- Mar 95

NOTE- 30p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Portland, OR, March 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Selection; *Compliance (Legal); Elementary Secondary Education; *Employment Interviews; Higher Education; Job Applicants; *Labor Legislation; Personnel Data; *Personnel Selection; Qualifications; *Questioning Techniques; *Resumes (Personal); Search Committees (Personnel); Teacher Selection

This paper outlines a process for hiring the best candidate for a faculty or staff position, particularly structuring the process and conducting resume reviews and interviews. The entire paper proceeds from the assumption that no management function is more critical than the hiring of faculty and staff. The first section provides suggestions for each phase of the hiring process: request to fill the position, formation of a search committee, deciding what the organization needs, writing the job description, determining the hiring criteria, and noting the legal ramifications of criteria. The next section on resume evaluation and interviews opens with suggestions for developing a candidate score-sheet (includes a sample). This section also offers suggestions on analyzing the resume, checking references, and conducting a successful interview. The section on interviewing covers: what questions to ask, styles of interview questions, questioning techniques, why interviews fail, 12 key points on which to evaluate each candidate, and telephone interviews. Final sections address compiling scores, correspondence, candidate elimination, and decision-making. Appended are: information on interviewing protected class candidates (covers illegal interview questions and their legal formulations); a list of obstacles to effective interviewing; and the preemployment guide of the College and University Personnel Association. (JB)

Effectiveness; Reading Programs; Science Education; Social Sciences; Special Education; Technology Education; Thinking Skills; Vocational Education; Writing (Composition)
IDENTIFIERS- *National Diffusion Network Programs

This volume is a catalogue of exemplary educational programs and includes current descriptions of most programs described in previous editions as well as new programs approved for national dissemination since publication of the last edition in 1994. In particular the volume describes programs approved by the Joint Dissemination Review Panel and the Program Effectiveness Panel after examination of objective evidence of effectiveness submitted by the developer of the program. Active programs are divided into 15 sections and then arranged alphabetically by program title. The sections are: Preservice/Inservice Training; Organizational Reform; Dropout Prevention/Alternative Programs; Reading/Writing; Humanities; Mathematics; Science/Technology; Social Sciences; Health/Physical Education; Multidisciplinary/Cognitive Skills; Early Childhood/Parent Involvement; Special Education; Gifted/Talented; Special Populations: Adult/Higher/Migrant Education; Career/Vocational Education. Each description covers audience, description, evidence of effectiveness, requirements, costs, services, and the name, address and telephone number of a contact person. Educational Resources Information Center (ERIC) descriptors are assigned to all active programs for help in locating programs that focus on a given area or content. Includes an index of programs by state, an index of ERIC descriptors, an alphabetical index of programs by title, and a list of programs new to this edition. (JB)

ED 381 536

SP 035 929

Mull, Wakan, Ed.

Teacher Training and the Educational System in Poland. Some Notes.

PUB DATE- Nov 94

NOTE- 136p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- Adult Education; Chemistry; Computer Uses in Education; Educational History; Educational Philosophy; Elementary Secondary Education; European History; Foreign Countries; Gifted; Higher Education; Mental Retardation; *Preservice Teacher Education; *Teacher Education Programs; Teacher Role; World War I; World War II

IDENTIFIERS- Freinet (Celestin); *Poland

This volume contains 12 papers on teacher training in Poland. Many reflect a special collaborative relationship between the Departments of Education at universities in Gdansk and Linköping. The papers are: "Teacher Training-Between Atomism and Holism" (Joanna Rutkowiak); "Following-Appling-Seeking Inspiration as Possible Varieties of Dialogue with the Pedagogy of Celestin Freinet" (Wanda Frankiewicz); "Teachers in Poland-- Their Education, Professional Qualifications and Duties (to the Beginning of the 20th Century)" (Lech Mokrzejcki); "The Training of Teachers in the Renascent Poland of the Pre-War Period" (Janina Siwoszko); "The Education and Betterment of Teachers in Executive Posts in Polish Education in the Post-War Period" (Janina Siwoszko, Jozef Zerko); "A Concept of the University Training of Teachers in Poland" (Jan Zebrowski); "The Training of Staff for the Needs of Extra-School Adult Education" (Barbara Z. Malecka and Jozef Zerko); "Teacher's Preparation and His Work with Gifted Students" (Jan Papiez); "Teachers Schooling for the Needs of Special Education for the Mentally

Livingston, Samuel A.; Sims-Gunzenhauser, Alice
Setting Standards on the Assessor Proficiency Test for the Praxis
III: Classroom Performance Assessment.

PUB DATE- Nov 94

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Beginning Teachers; *Criteria; Documentation;
Educational Assessment; Elementary Secondary Education;
*Evaluators; Licensing Examinations (Professions); Observation;
Regression (Statistics); *Scoring; Standards; *Teacher
Evaluation; Training

IDENTIFIERS- Accuracy; Performance Based Evaluation; *Praxis III;
Standard Setting

Praxis III is an assessment procedure that provides information for making instructional and licensing decisions about beginning teachers. The Praxis III Assessor's job is to interview the beginning teacher, observe the teacher in the classroom, score the teacher's performance on 19 criteria, and summarize the evidence for each score. The Assessor Proficiency Test (APT) consists of performing the assessor's task for a videotaped lesson. It yields two scores: accuracy and documentation. In this study, 5 judges (developers of the Praxis III assessment) evaluated the accuracy and documentation of APT records produced by 15 assessor trainees. Documentation judgments were made by group consensus; accuracy judgments were individual. Logistic regression analysis showed that both types of judgments were strongly related to the corresponding APT scores, but the judges' individual standards for accuracy varied greatly. Seven tables and two figures present study data. (Author/SLD)

ED 381 557

TM 022 892

Tannenbaum, Richard J.

Defining the Content Domain for the Praxis II Subject Assessment
in French: A Job Analysis Focusing on Knowledge and Abilities.

PUB DATE- Nov 94

NOTE- 94p.; For related documents, see TM 022 893 and TM 022 896.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrators; *Beginning Teachers; Cutting Scores;
Educational Assessment; *French; Job Analysis; Knowledge Level;
Secondary Education; *Secondary School Teachers; Surveys;
*Teacher Evaluation; *Test Construction; Test Items

IDENTIFIERS- *Praxis II; *Subject Content Knowledge

A job analysis was conducted, focusing on the knowledge and abilities important for beginning French teachers. The results of the job analysis are to be used to define the content domain of the subject assessment in French for the Praxis series of professional assessments for beginning teachers. A domain of 212 knowledge statements and ability statements was developed by subject-matter experts. These statements were then incorporated into a survey that was administered to about 350 French teachers, teacher educators, and administrators. These professionals rated the importance of the knowledge statements and ability statements using a five-point scale. A cut point of a mean of 2.50 was established to differentiate important statements and unimportant statements. The results indicated that a total of 19 knowledge statements and ability statements

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Processes; *Cognitive Style; Knowledge Level; Personality Assessment; *Personality Measures; Personality Traits; *Test Construction
IDENTIFIERS- *Myers Briggs Type Indicator; Preference Patterns
The Myers-Briggs Type Indicator (MBTI) is introduced. Some historical background and an overview of preference and types are given. Applications of the MBTI are discussed, focusing on educational issues concerning the study of learning styles. Learning styles are defined according to D. H. Kalsbeek, G. Lawrence, and others. Each dichotomous (two-sided) preference scale is discussed as to the aspect of learning style it measures, each having a unique importance in the relation of the MBTI to learning style. Each dichotomy's learning style characteristics are discussed, and an illustration is given as an example of how each type's learning style can be assessed. The MBTI measures not only personality type, but also each type's way of most effectively learning new material. The benefits of such knowledge are numerous. (Contains 9 references.) (Author/SLD)

ED 381 578

TM 023 045

O'Neil, Harold F., Jr.
Measurement of Teamwork Processes Using Computer Simulation.
Project 2.1, Designs for Assessing Individual and Group Problem Solving.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- Dec 94

NOTE- 89p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Computer Simulation; Cooperative Learning; *Educational Assessment; Evaluation Methods; Evaluation Utilization; High Schools; *High School Students; Interaction; *Measurement Techniques; Pilot Projects; *Problem Solving; Statistical Bias; *Teamwork

IDENTIFIERS- *Negotiation Processes

Results of an initial attempt at measuring teamwork processes using computer simulation are presented, focusing on assessing team processes that emerge during the negotiation of a contract. The interaction between team members and how that interaction affects team performance were explored using a computer simulated negotiation. Participants interacted through computers using predetermined messages that were categorized as belonging to five teamwork processes. Tracking the messages gives a picture of teamwork processes. Two pilot studies involving 15 adults established the utility of the approach. Hypotheses that team processes would be positively associated with team performance and time and negatively associated with time-to-agreement and degree of fixed-pie bias were tested with 81 high school students. Results indicate that the measurement can be accomplished in a reasonably reliable and much more time-efficient manner through the computer simulation than through previous approaches. Five appendixes provide supplemental information. Twenty tables and four figures present study findings. (SLD)

ED 381 579

TM 023 046

Johnson, William L.; Johnson, Annabel M.
Refining the Charles F. Kettering Profile for a Junior High

in 10 inner-city public high schools in California, Louisiana, New Jersey, and Illinois. Seventy-five percent of those surveyed were African American, 16 percent were Hispanic, 2 percent were White. Victimization did not differ significantly across racial and ethnic lines, but was more frequent for males. Efforts to increase school safety are needed, but, in fact, reduction in the overall level of student violence will follow only after external conditions promoting violence are addressed. Three tables summarize survey findings. (Contains 15 references.) (SLD)

ED 381 599

UD 030 359

Environmental Attitudes and Behaviors of American Youth with an Emphasis on Youth from Disadvantaged Areas.

SPONS. AGENCY- National Environmental Education and Training Foundation, Washington, DC.

PUB DATE- Dec 94

NOTE- 158p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adolescents; *Attitudes; Behavior Patterns;

*Disadvantaged Youth; *Environment; Environmental Education; High Schools; *High School Students; Qualitative Research;

*School Role; Social Problems; *Student Attitudes; Urban Youth

IDENTIFIERS- Focus Groups

The National Environmental Education and Training Foundation commissioned a survey on environmental attitudes and behaviors of disadvantaged youth in America to identify the critical gaps in environmental education so that resources can be targeted more effectively. Phase 1 consisted of qualitative research among disadvantaged students through nine focus groups in three cities--New York (New York), Los Angeles (California), and Chicago (Illinois). Phase 2 was a nationwide quantitative survey of 982 students in grades 4 through 12. This phase allowed comparison by gender, grade, and religion. Phase 3 consisted of an in-depth quantitative survey based on 2,139 interviews among students from disadvantaged areas. Findings make it apparent that young people care about the natural environment. Concern about environmental matters exists among students from disadvantaged areas, although it is not a leading concern. A wide set of other concerns weighs heavily on their minds, often shaping their perceptions of environmental issues and problems. Data suggest the importance of the school in environmental education and the need for new opportunities for involvement for disadvantaged youth. Two appendixes discuss the sample and methodology. The questionnaire is included. (SLD)

ED 381 600

UD 030 360

Bennett, Claudette E.

The Black Population in the United States: March 1994 and 1993.

PUB DATE- Jan 95

NOTE- 189p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Collected Works - Serials (022)

DESCRIPTORS- *Blacks; Census Figures; *Children; *Demography;

*Economic Factors; *Educational Attainment; Family Structure; Geographic Regions; Housing; Income; Minority Groups;

*Population Trends; Poverty; *Social Characteristics;

Primer for LRE Folks.

PUB DATE- 93

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Citizenship Education; *Educational Research; Higher Education; *Law Related Education; *Qualitative Research; Social Studies; *Statistical Analysis

The article argues that the law-related educational (LRE) community should understand education research methods better to demonstrate to policy makers and funding sources the value of LRE and to evaluate alternative educational strategies. To facilitate the reading and conducting of research, the article explains for LRE practitioners research procedures and the format in which research results are presented. The scientific method is described as a process of forming a hypothesis and systematically and objectively testing the hypothesis through observation and experimentation. The article explains the differences between quantitative and qualitative research, experimental and non-experimental research, basic and applied research, and the problems of subject selection, sampling, reliability, and validity. Contains seven references. (JD)

ED 381 482

SO 024 957

McBee, Robin Haskell

Living the Law by Learning the Law. A K-12 Law-Related Education Curriculum Guide.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 94

NOTE- 146p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Citizenship Education; *Elementary School Curriculum; Elementary Secondary Education; Instructional Materials; *Law Related Education; *Secondary School Curriculum; Social Studies; Teaching Methods

IDENTIFIERS- Constitution of Virginia

This curriculum guide is designed to assist teachers at all levels in their efforts to infuse law-related education (LRE) into their regular course of instruction. The curriculum goals are (1) to promote good citizenship through an understanding of and active participation in a democratic society; (2) to foster respect, understanding, and appreciation of diversity; (3) to develop, improve and integrate thinking and interpersonal skills; and (4) to increase knowledge of and insights into the personal relevance of law and the Constitution. The first part of the guide provides a framework for organizing and selecting (LRE) activities based on concepts of power, justice, liberty, and equality. The guide presents teaching strategies appropriate to LRE including case studies, mock trials, resource persons, role playing, simulations, and various games. Lesson plans are divided into levels--lower and upper elementary, middle, and high school--and provide concepts, rationale, objectives, materials, procedures, and assessment. Many of the lesson plans include handouts for student activities and some include primary documents such as the Constitution of Virginia. The appendix includes a copy of the United States Constitution. (JD)

ED 381 483

SO 024 972

training in 9 federal departments and agencies. Detailed questionnaire data were collected from 42 programs. The 42 programs whose primary focus was teacher training obligated \$289 million for teacher training activities and trained over 1 million teachers. In fiscal year 1993, over 130 program officers were employed by the 9 federal agencies to oversee the teacher training programs. Although these 42 programs have some similarities, the purposes, the target groups, and the mix of services provided to teachers differ widely. Typically, these programs funded conferences, trainer salaries, travel, and materials. An appendix contains a copy of the questionnaire. (JDB)

ED 381 499

SP 035 868

Shealy, Barry E.
Reflective Modeling in Teacher Education.

PUB DATE- Aug 93

NOTE- 10p.; Paper presented at the International Conference on Teaching Mathematical Modelling and Applications (6th, Newark, DE, August 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Learning Activities; Mathematical Applications; *Mathematical Models; *Mathematics Instruction; *Methods Courses; *Preservice Teacher Education; Problem Solving; *Reflective Teaching; Secondary Education; *Secondary School Mathematics; Teacher Education Curriculum

This paper describes mathematical modeling activities from a secondary mathematics teacher education course taken by fourth-year university students. Experiences with mathematical modeling are viewed as important in helping teachers develop a more intuitive understanding of mathematics, generate and evaluate mathematical interpretations, and connect mathematics to real-world and applied situations. A four-step cycle of the modeling process is presented, involving: a real problem situation, the formulated problem, the mathematical model, and conclusions and answers to questions generated through analyzing the model. Three concepts were incorporated into the teacher education course: (1) the importance of developing and understanding one's conceptual model of the situation; (2) emphasis on reflective knowledge; and (3) the participants' evaluation of the entire activity identifying their goals and biases and evaluating their own thought processes. In the course, the teachers found examples of relationships in everyday language that can be described mathematically, drew graphs, and compared the relationships to familiar functions as possible models. They then classified functional relationships to build families of functions through sorting activities. For example, teachers analyzed U.S. census data, investigated problems involving compounded interest, and discussed possible connections between a new business's advertising expenditures and their sales, thereby using linear, quadratic, exponential, logarithmic, periodic, rational, and algebraic functions. Problems encountered in teaching the modeling process are discussed. (Contains 15 references.) (JDB)

ED 381 500

SP 035 869

Shealy, Barry E.
Authority and Relativism "in the Trenches": A Case Study of Teacher Development.

Bishop, Kathleen Kirk; And Others
Family/Professional Collaboration for Children with Special
Health Needs and Their Families.
SPONS. AGENCY- Health Resources and Services Administration
(DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 93

NOTE- 45p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *Cooperation; Delivery Systems; Early Intervention;
*Family Involvement; *Family Programs; Interpersonal
Relationship; *Interprofessional Relationship; Parent
Participation; *Special Health Problems; *Teamwork; Young
Children

This monograph represents the collective thinking of parents of children with special health needs, family members, and professionals concerning what is necessary and important in collaborative relationships. Collaboration is viewed as a way to improve quality of life and health of children and their families, by working together to humanize the service delivery system in a spirit of shared ownership and responsibility. Seven principles of family/professional collaboration are discussed. Family/professional collaboration: (1) promotes a relationship in which family members and professionals work together to ensure the best services for the child and the family; (2) recognizes and respects the knowledge, skills, and experience that families and professionals bring to the relationship; (3) acknowledges that the development of trust is an integral part of a collaborative relationship; (4) facilitates open communication so that families and professionals feel free to express themselves; (5) creates an atmosphere in which cultural traditions, values, and diversity of families are honored; (6) recognizes that negotiation is essential in a collaborative relationship; and (7) brings to the relationship the mutual commitment of families, professionals, and communities. The monograph concludes with a list of people and programs involved in the University of Vermont's Family/Professional Collaboration Project and a list of key elements of family-centered care. (Contains 39 references.) (JDD)

Weiler, Robert M.; Wallis, Nicole A.
Suggested Acquaintance/Dare Rape Education & Prevention
Strategies for School Health Instruction.

PUB DATE- 13 Apr 94

NOTE- 29p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Portland, OR, March 28-April 1, 1995); Exposition of the Association for the Advancement of Health Education (Denver, CO, April 13, 1994). Conference and authors' names overlay text.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052), Speeches,
Conference Papers, "Papers Presented at..." (150), Test,
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Crime; *Health Education; Health Materials; Health
Programs; Health Promotion; High Schools; *Prevention; *Rape;

Retarded" (Halina Borzyszkowska, Dorota Krzeminska); "The Changing Approaches towards Educating Teachers for Mentally Disabled Children in Poland after World War II" (Danuta Grzybowska, Romuald Grzybowski); "Integrated Education Model for the Chemistry Students of Gdansk University" (Elzbieta Kowalik); and "Preparation of Teachers to the Educational Application of Computers" (Grazyna Penkowska). Most papers contain references. (JB)

ED 381 537

SP 035 930

Teacher to Teacher Talk: Student Performance on MSPAP.

PUB DATE- 94

NOTE- 46p.; For earlier assessments, see ED 379 220-221.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Educational Assessment; Elementary Education; Grade 3; Grade 5; Grade 8; Mathematics Instruction; Reading Skills; Science Instruction; Social Studies; *Teacher Attitudes; *Teacher Effectiveness; *Teacher Improvement; Test Coaching; Test Interpretation; Test Results; Test Wiseness; Writing Skills

IDENTIFIERS- *Maryland School Performance Assessment Program

This publication is a distillation of the most salient, most often repeated observations and recommendations of Maryland teacher-test scorers on their experiences scoring student responses to the Maryland School Performance Assessment (MSPAP) test in 1994. Feedback is organized into perceptions about what would be pertinent to share with other teachers and actions or what a teacher-scorer anticipates doing in that classroom in the coming year based on the scoring experience. This year's edition also contains a new section, "Look How Far We've Come," in response to the increasing number of positive observations from teachers who are veterans of previous years' scoring projects. Comments are organized by grade level and content area (general, reading, writing/language use, mathematics, science, social studies) though many comments cross content areas and grade levels. (JB)

ED 381 538

SP 035 933

Jung, Charles; And Others

Interpersonal Communications. Leader's Manual and Participant Materials.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.

PUB DATE- 73

NOTE- 661p.; This record replaces ED 095 127 and makes the document available via EDRS for the first time.

LANGUAGE- English

EDRS Price- MF03/PC27 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- *Communication Skills; Elementary Secondary Education; Faculty Development; *Inservice Teacher Education; Instructional Materials; *Interpersonal Communication; *Interpersonal Competence; Teacher Behavior; *Teacher Workshops; *Teaching Skills

This leader's manual on interpersonal communications consists of materials for a workshop, including instructions for leaders and hand-outs for participants. The purpose of the workshop is to give teachers knowledge and skills of behavior applicable to: (1) face-to-face communication; (2) individual styles of communicating; (3) group and organizational factors that affect

failed to pass the cut point. It is recommended that these 19 statements not be included in the development of the subject assessment in French. Instead, emphasis should be put on the 193 statements that did pass the cut point. Seven tables and seven figures present survey findings. (Contains 16 references.) (Author/SLD)

ED 381 558

TM 022 893

Tannenbaum, Richard J.
Defining the Content Domain for the Praxis II Subject Assessment in Business Education: A Job Analysis Focusing on Knowledge and Skills.

PUB DATE- Nov 94

NOTE- 95p.; For related documents, see TM 022 892 and TM 022 896.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143), Numerical/Quantitative Data (110), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrators; *Beginning Teachers; *Business Education; Cutting Scores; Educational Assessment; Job Analysis; Knowledge Level; Professional Development; Secondary Education; *Secondary School Teachers; Surveys; *Teacher Evaluation; *Test Construction; Test Items

IDENTIFIERS- *Praxis II; *Subject Content Knowledge

A job analysis was conducted of the knowledge and skills important for the competent performance of beginning business education teachers. The results of this job analysis will be used to define the content domain of the subject assessment in Business Education for the Praxis Series of professional assessments for beginning teachers. A domain of 207 important knowledge and skill statements was developed by subject-matter experts. These statements were then incorporated into a survey completed by over 1,000 business education teachers, administrators, and teacher educators. These business education professionals rated the knowledge and skill statements using a five-point scale. Statements were then judged to have a mean importance rating equal to or greater than 2.5 (midpoint of the scale) were considered eligible for inclusion in the subject assessment. Of the 207 knowledge statements and skill statements, 17 had mean ratings of less than 2.5 across all groups. Emphasis in test development should be placed on the 190 knowledge or skill statements that passed the 2.5 cut point. Six tables present study findings, and seven appendixes contain supplemental information. (Contains 16 references.) (Author/SLD)

ED 381 559

TM 022 895

Wilson, Kenneth M.; Tillberg, Rebecca
An Assessment of Selected Validity-Related Properties of a Shortened Version of the Secondary Level English Proficiency Test and Locally Developed Writing Tests in the LACCD Context.

PUB DATE- Nov 94

NOTE- 116p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143), Numerical/Quantitative Data (110), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; *College Students; Community Colleges; Correlation; Educational Assessment; *English (Second Language); Scores; Scoring; *Student Placement; Test

School Student Population.

PUB DATE- Jan 95

NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 26-28, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Curriculum Development; *Educational Environment; Factor Analysis; *Factor Structure; Junior High Schools; *Junior High School Students; Program Development; School Districts; *Test Use

IDENTIFIERS- *CFK Ltd School Climate Profile (Fox et al)

This study investigated the factor structure of the Charles F. Kettering Scale, a measure of climate used frequently for program and curriculum revision. A total of 228 students from a junior high school campus of a large school district in the Southwestern United States completed the General Climate Factors section of the Kettering scale. Primary and second-order factor analysis suggested different subscales than those given for the profile. The first-order analysis did not verify the developers' proposed structure, and the second-order analysis found subscales that were cognitive-managerial and affective-experimental in nature. Refinements are offered to make the instrument more effective for the junior high school student population. One figure and four tables present study data. (Contains 37 references.) (Author/SLD)

ED 381 580

TM 023 049

Velotta, Cynthia L.

Teacher Shortages in the United States: Outlook for the Future.

PUB DATE- Oct 94

NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (October 12-15, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150), Numerical/Quantitative Data (110)

DESCRIPTORS- Age Differences; Class Size; *Demography; Elementary Secondary Education; *Employment Patterns; Enrollment; *Futures (of Society); Geographic Regions; *Labor Market; Population Distribution; Public Schools; Tables (Data); Teacher Characteristics; *Teacher Shortage; *Teacher Supply and Demand; Teaching (Occupation)

The outlook for teacher employment in public education is important to current and future teachers and policymakers of elementary, secondary, and higher educational institutions. The number of teachers needed is dependent on several factors including: (1) population of school-age children; (2) number of existing teachers; (3) age of the existing teacher population; and (4) class size. Changing geographical population distributions and areas of teaching specialization are additional factors that affect prospects for employment. This paper describes demographic characteristics of teachers and students as well as characteristics of the job market to reveal current and potential teacher shortages. The primary source of demographic information was the National Center for Education Statistics. The investigation reveals shortages of teachers in various fields and geographic regions. Suggestions for policymakers and prospective teachers are provided. Five tables summarize data on teachers. (Contains 6 references.)

Socioeconomic Status

This report presents a statistical portrait of the demographic, social, and economic characteristics of Blacks based primarily on the March 1993 and 1994 Supplements to the Current Population Survey. Topics covered include population growth and geographic distribution, marital status, family type and composition, educational attainment, employment and unemployment, occupational distribution, family income and earnings, poverty status, and the tenure of householders. The report includes a special emphasis on children as of March 1993. Data are presented on demographic, social, and economic characteristics for black children under 18 years since 1970. In 1994, the black population numbered 33 million, about 13 percent of the nation's total. In 1993, there were 11 million black children under age 18. In 1980, 8 percent of black adults had at least a bachelor's degree, but in 1994 this proportion had increased to 13 percent. Black families had a real median income of \$21,550 in 1993, not statistically different from their 1969 income of \$22,000. Twelve figures, 15 text tables, and 31 detailed tables present findings for population and economic trends. Six appendixes provide supplemental information, including discussions of methodology. (SLD)

ED 381 601

UD 030 361

Petro, Janice Rose; And Others

The Chapter 1 Challenge: Colorado's Contribution 1993.

PUB DATE- Oct 94

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; *Achievement Gains;

*Compensatory Education; *Disadvantaged Youth; *Educational Finance; Elementary Secondary Education; Enrollment; Ethnic Groups; *Federal Aid; Low Income Groups; Minority Groups; Remedial Programs; Urban Schools

IDENTIFIERS- *Colorado; *Education Consolidation Improvement Act Chapter 1

An overview is provided of Colorado's participation in Chapter 1, the largest federally funded program designed to provide services to elementary and secondary students. Chapter 1 provides financial assistance to state and local education agencies to meet the special needs of educationally deprived children who reside in areas with high concentrations of children from low-income families. In fiscal year 1993, Colorado Chapter 1 programs were administered by 100 districts and 8 Boards of Cooperative Educational Services. Staff members totalling 1,494.91 full-time equivalents served a total of 40,404 students in Chapter 1, with additional students served in a state-administered institution for neglected or delinquent children. Chapter 1 participants were concentrated in the early elementary grades. Fifty-five percent of participants belonged to an ethnic minority, representing a larger share than they did in the general student population. Also discussed are services, the measurement of achievement, and gains. Colorado consistently has higher average normal curve equivalent gain scores in reading, language arts, and mathematics in both basic and advanced skills than national averages for Chapter 1 students. Some successful projects are highlighted. (SLD)

ED 381 602

UD 030 369

Zimmerman, Enid, Ed.

Making a Difference: Differentiated Curriculum Units by Teachers
in the 1993 Artistically Talented Program.

PUB DATE- 94

NOTE- 155p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Collected
Works - General (020)

DESCRIPTORS- Aesthetic Education; Art Criticism; *Art Education;
Art History; Artists; Curriculum Development; Elementary
Secondary Education; *Gifted; Integrated Curriculum; Resource
Units; State Curriculum Guides; *Talent; Talent Development;
*Thematic Approach; Units of Study; Visual Arts

IDENTIFIERS- *Differentiated Curriculum (Gifted)

This book is a compilation of year-long thematic curriculum units developed and taught by teachers participating in the third Indiana University Artistically Talented Program (ATP). Units for artistically gifted and talented students, grade 4-12, are developed along guidelines which require that they: focus on complex ideas; use themes as organizers; include a variety of concepts not found in the regular classroom; incorporate resources including the study of the lives of creative people and how they solve problems; and employ methodologies used by professionals in the fields of art history, art criticism, aesthetics, sociology, anthropology, and psychology. Processes, products, and learning environments are differentiated to accommodate needs of the artistically gifted student. Two to five units are developed for each of the general themes. Each unit includes suggestions for activities, procedures, evaluation, and resources. The theme "Art and Environments" units are: (1) "Boxes: Private/Public Spaces" (Ursula Andrews); (2) "From Prehistoric Ritual to Present: A Hermeneutics of Prehistoric Symbolism and Our Bodies, Our Environment, Our Traditions, and the Process of 'Ritualizing'" (Fonda Mullins); and (3) "Symbols in Sand" (Charlotte Paul). Units in "Arts and Multicultures" are: (4) "The Human Figure as Expressive Symbolic Form" (Janneth Amos); (5) "Passageways Linking Discoveries: Cultural Ties in the Americas, Inca Indians, Pueblo, Zuni, Navajo, and Mound Builders" (Ann Fetters); (6) "Native American Culture, Art, and Design" (Leah Morgan); and (7) "Understanding Different Cultures Through Their Pottery" (Donald Turner). "Metamorphosis in Art" presents the following units: (8) "Art from Earth" (Karen Chilman); (9) "A Metamorphosis of the Portrait" (Robin Johnson); and (10) "Metamorphosis: Changes in Growth" (Bridgette Savage). The "Social and Political Issues" section contains: (11) "The Power of the Artist" (Joyce Behnke); (12) "Questions About Public Art" (Diana Cole); and (13) "Communication, Ecology, and Social Influences" (Charlotte Schrock). The "Animals and Art" section contains: (14) "Folktales and Fables to See and Hear" (Daron Henry); (15) "Animals in Art" (C. Jane McCauley); and (16) "Birds in Flight" (Jeannette Meridew). The book concludes with two units of "Interrelated Arts": (17) "A Visual Interpretation of Music Through Study of the Violin" (Ania Beczkiewicz); and (18) "Technological Influences in Art" (Raetta Patterson). (MM)

ED 381 484

SP 035 616

Valli, Linda

Professional Development Schools: An Opportunity To
Reconceptualize Schools and Teacher Education as Empowering

PUB DATE- Oct 94

NOTE- 31p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- *Beginning Teachers; *Beliefs; Case Studies; Field Experience Programs; Higher Education; High Schools; Interviews; *Mathematics Education; Methods Courses; Preservice Teacher Education; *Professional Development; Secondary School Mathematics; Secondary School Teachers; Student Development; *Student Teachers; *Teacher Attitudes; Teaching Experience

IDENTIFIERS- *Teacher Development

A preservice teacher was interviewed 10 times during his last year of teacher education, when he participated in several mathematics teacher education courses and field experiences, and his first year of high school teaching. The case study was designed to develop an understanding of the teacher development process by considering how one teacher developed or resisted new ideas, struggled with reconciling new ideas with his existing beliefs and structures of beliefs, and attempted to put new ideas into practice in the classroom. The study considered how classroom constraints (perceived or real) and the teacher's existing structure of beliefs affected the enactment and/or modification of beliefs. The case study followed the teacher's development in: initial understandings of mathematics and teaching, search for affirmation of beliefs, classroom organization, relating to students, role as a teacher, relating to peers, concerns about external constraints, and continuing growth. Themes in the teacher's belief system included "making mathematics interesting," "problem solving," "structure and control," and "helping people." Conflicts encountered in this belief structure as a result of teaching experience forced him to readjust and redefine his beliefs. Implications for teacher education are outlined. (Contains 19 references.) (JDD)

ED 381 501

SP 035 870

Moses, Jeewa R.

Roles and Relationships in Student Teaching: A Role-Play Activity.

PUB DATE- 20 Feb 95

NOTE- 20p.; Paper presented at the National Conference of the Association of Teacher Educators (75th, Detroit, MI, February 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Conferences; Decision Making; Discipline; Elementary Secondary Education; Higher Education; *Interpersonal Relationship; *Interprofessional Relationship; Methods Courses; Perspective Taking; *Preservice Teacher Education; Role Perception; *Role Playing; Student Teachers; *Student Teaching; *Teaching Methods

IDENTIFIERS- Preservice Teachers

This role-play activity is designed for use by teacher educators in a general or content area methods class to help education majors become knowledgeable of role expectations in the student teaching experience and build good interpersonal role relationships. Students conduct library research and interviews

Sexuality; *Units of Study; Violence
IDENTIFIERS- *Acquaintance Rape; *Date Rape

Data suggest that acquaintance and date rape may account for 50-70 percent of all reported rapes in the United States. Recent findings also indicate that one in four college women have been raped or a victim of attempted rape. As most rape victims are between 15 and 24 years of age, high school-based education programs must be provided if society expects to eliminate this social and public health problem. A series of lessons are proposed that can be included as part of a high school safety and injury prevention unit in an existing health education curriculum. This concept-based unit includes well defined behavioral objectives, recommended content, suggested materials and resources, suggested learning activities, and evaluation measures. Content includes: types of rape; relevant epidemiologic data; myths and stereotypes about rape; cultural influences and risk-factors associated with rape (including alcohol and drug abuse); verbal and non-verbal communication; and preventive strategies. Activities are designed to increase knowledge; to help students examine personal beliefs and cultural attitudes; and to strengthen communication, decision-making, and assertive-resistance skills. Students learn to recognize at-risk situations, verbal and nonverbal messages and stages that commonly occur prior to an acquaintance/date rape. Also, students practice prevention strategies and discuss how to apply them to everyday life. Instructional methods include lecture/discussion, video, group activities, attitudinal inventories, critical incidents, and music. Suggestions for student evaluation are provided. Appendixes contain definitions, sexual assertiveness continuum, text of three popular songs, scenarios, sexual assault/sexual behavior questionnaire, a list of prevention strategies, and practical tips. (Author/JB)

ED 381 520

SP 035 897

Criteria for Evaluating an AIDS Curriculum. Third Edition.

PUB DATE- 92

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Check Lists; Community Involvement; Curriculum Development; *Curriculum Evaluation; Developmental Stages; *Disease Control; Elementary Secondary Education; *Evaluation Criteria; *Health Education; Prevention; Staff Development

This booklet presents a set of criteria that can be used to evaluate and compare curricula for the teaching of Acquired Immune Deficiency Syndrome (AIDS) and Human Immunodeficiency Virus (HIV). The criteria are arranged in a checklist covering curriculum content and curriculum development/implementation. The booklet discusses developmental characteristics of students at different grade levels and appropriate approaches to HIV education in those grades, from kindergarten through grade 12. Information that should be communicated to all adolescents is provided. A staff training program and strategies for parent and community involvement are also outlined. The booklet recommends that HIV and AIDS instruction take place within a comprehensive health education program that establishes a foundation for understanding the relationship between health

communication; and (4) continued improvement of individual communication skills. The program is designed to provide teachers with competencies in 20 areas, including paraphrasing, describing behavior, communicating under pressure, and assessing knowledge. Exercises in these areas provide three kinds of learning: (1) the participant becomes clearer concerning things to know about interpersonal communication; (2) the participant practices what he or she does in interpersonal communications; (3) and the participant becomes able to recognize more clearly his or her own personal style of communicating with others. Appendixes to the manual include film and tape scripts. (LL)

ED 381 539

SP 035 936

Rekkas, Alexandria J.

Early Field Experience: How Well Are Students' Expectations Met?

PUB DATE- 13 Oct 94

NOTE- 25p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 13, 1994).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Chronological Age; College Sophomores; Elementary Secondary Education; *Expectation; *Field Experience Programs; Higher Education; Preservice Teacher Education; Student Attitudes; Student Motivation

IDENTIFIERS- *Preservice Teachers

This study examined preservice teachers' expectations of their field experiences and how those expectations were met. The study population included primarily college sophomores who were either elementary or secondary education majors at a medium-sized university. An expectation checklist was given to 110 students prior to the field experience at the first seminar meeting of a required course for sophomore level participation (108 responses were usable). The Post-Experience Checklist was given to 85 students from the initial population 8 weeks later after students had participated for 40 hours in an elementary or secondary classroom (81 responses were useable). In addition 15 students (12 females and 3 males) volunteered to be interviewed. Results indicated that students held high expectations for early field experience and that those expectations were moderately met. Age, reason for wanting to become a teacher, and prior experience with children were found to be significant variables in the level of expectations and the degree to which expectations were met. Nontraditional students tended to have lower expectations of the field experience and their expectations were better met than those of traditional students. Interview results showed that interaction with the children and the cooperating teacher were the reasons why their expectations were met. (Contains 16 references.) (JB)

ED 381 540

SP 035 937

Wilkinson, Gayle A.

Using Feedback from Preservice Administrators To Promote Reflection in Preservice Teachers.

PUB DATE- 8 Apr 94

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

Construction; Test Format; *Test Use; Test Validity; Two Year Colleges; *Writing Tests
IDENTIFIERS- *Los Angeles Community College District CA;
*Secondary Level English Proficiency Test
A study was undertaken to obtain direct empirical evidence for the validity and usefulness of English as a second language (ESL) placement of a shortened version of the Secondary Level English Proficiency (SLEP) Test being used in the Los Angeles Community College District (LACCD) and locally developed and scored writing tests. The LACCD provided scores on the shortened version of the SLEP and the writing samples, grades in English, and background data for over 10,000 students. Patterns of performance and concurrent relationships among scores on components of the LACCD placement battery were noted. Observed levels of correlation among scores and student performance in courses (grades earned) by course and college, and in various subgroups, were analyzed. Also considered was the extent to which observed relationships were influenced by nonvalidity-related factors. Findings provided direct evidence that the shortened SLEP and locally developed writing tests were providing valid information regarding ESL proficiency, and that they appear to be an effective basis for placing students within practical time constraints. One exhibit, 22 tables, and 6 figures present study data. Three appendixes contain an additional nine tables of supplemental information. (Contains 23 references.) (Author/SLD)

ED 381 560

TM 022 896

Tannenbaum, Richard J.
Defining the Content Domain for the Praxis II Subject Assessment in Earth and Space Science: Knowledge Important for Beginning Teachers.

PUB DATE- Nov 94

NOTE- 116p.; For related documents, see TM 022 892-893.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrators; *Beginning Teachers; Cutting Scores; *Earth Science; Educational Assessment; Job Analysis; Knowledge Level; Professional Development; Secondary Education; Secondary School Teachers; *Space Sciences; Surveys; *Teacher Evaluation; *Test Construction; Test Items

IDENTIFIERS- *Praxis II; *Subject Content Knowledge

A job analysis was conducted focusing on the knowledge important for beginning Earth and Space Science teachers. The results of the job analysis will be used to define the content domain of the subject assessment in Earth and Space Sciences for the Praxis series of professional assessments for beginning teachers. A domain of 292 knowledge statements and elements was developed by subject matter experts. These statements and supporting elements were then incorporated into a survey completed by 974 Earth and Space science teachers, teacher educators, and state administrators. These professionals rated the importance of each knowledge statement and element, and those ranking above the midpoint of the scale were considered eligible for the subject assessment. The 36 statements and elements that did not pass the cut point are not recommended for the final version. Emphasis, instead, should be put on the 256 knowledge statements and elements that did pass the cut point. Six tables present study results, and eight appendixes provide supplemental information. (Contains 16 references.) (Author/SLD)

(Author/SLD)

ED 381 581

TM 023 051

Baldwin, Beatrice
School Environment Analysis. Louisiana Principal Internship.

PUB DATE- 94

NOTE- 56p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Test,
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Support; Demography; Educational
Assessment; *Educational Environment; Educational Improvement;
Educational Planning; Elementary Secondary Education;
*Internship Programs; *Principals; *Productivity; Professional
Development; *Satisfaction

IDENTIFIERS- Louisiana; *Louisiana Principalship Program

A school environment analysis is a comprehensive set of techniques that assess productivity and satisfaction of both students and staff. While the means to school environment assessment are not particularly complicated or time consuming, the analysis must be conducted in a comprehensive and systematic fashion, using a variety of types of data. School environment analysis fits into the school improvement process as an essential early step. The Louisiana Principalship Program (LPP) asks beginning principals to plan for and implement the first steps of the school improvement process, beginning with a school environment analysis that includes evaluation of: (1) the instructional program; (2) the socioemotional needs of students; (3) community support; (4) school atmosphere; (5) professional development; (6) goal attainment; and (7) demographic characteristics. Directions are included for this analysis under the LPP. The worksheet pages, the guide, and a summary matrix for the school's environment are included. (SLD)

ED 381 582

TM 023 054

Mislevy, Robert J.
Test Theory Reconciled.

SPONS. AGENCY- National Center for Research on Evaluation,
Standards, and Student Testing, Los Angeles, CA.; Office of
Naval Research, Arlington, VA. Cognitive and Neural Sciences
Div.

PUB DATE- Feb 95

NOTE- 63p.; Based on an invited address presented to the National
Council of Measurement in Education (Atlanta, GA, April 12-16,
1993).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Psychology; Developmental Psychology;
*Educational Testing; *Inferences; *Research Methodology;
*Statistical Analysis; Test Interpretation; *Test Theory

Educational test theory consists of statistical and
methodological tools to support inferences about examinees'
knowledge, skills, and accomplishments. The evolution of test
theory has been shaped by the nature of users' inferences
which, until recently, have been framed almost exclusively in
terms of trait and behavioral psychology. Progress in the
methodology of test theory enabled users to extend the range of
inference, sharpen their logic, and ground their
interpretations more solidly within these psychological

Maryland's African-American Males: Health, Education, Employment and Economic Development, and Criminal Justice. Report of the Governor's Commission on Black Males.

PUB DATE- Jun 93

NOTE- 137p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *At Risk Persons; *Blacks; Crime; Disadvantaged Youth; Economic Factors; *Educational Change; *Elementary Secondary Education; Employment Patterns; Health; Law Enforcement; *Males; School Restructuring; State Government; *Urban Schools; Urban Youth

IDENTIFIERS- African Americans; *Maryland

This report summarizes the findings and recommendations of the Maryland State Governor's Commission on Black Males. It reflects the research, experience, and contentions of the Commissioners and the many people who testified at hearings throughout the state. The results are not exhaustive, but they mark a point from which progress and improvement can begin. The report is divided into four main sections: (1) Health; (2) Education; (3) Employment and Economic Development; and (4) Criminal Justice. Each section includes a case for change and concludes with a set of recommendations. A number of interventions that have already been initiated are described. In its exploration of education, the Commission has concluded that the African American male has been excluded from the educational process. Changes must be made to move black males from at-risk status to one of high achievement, acknowledging that every child in the United States has a right to be educated to his or her maximum potential. Recommendations are made for educational change and school restructuring, and for teacher education that is sensitive to the needs of black males. Fourteen tables and three figures illustrate the discussions and recommendations. (SLD)

ED 381 603

UD 030 370

Parrott, Sharon; Greenstein, Robert
Welfare, Out-of-Wedlock Childbearing, and Poverty: What Is the Connection?

PUB DATE- Jan 95

NOTE- 63p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; Blacks; Early Parenthood; Economically Disadvantaged; Family Structure; *Illegitimate Births; Low Income Groups; *Poverty; Social Class; *Sociocultural Patterns; *Unwed Mothers; *Welfare Recipients; Welfare Services

IDENTIFIERS- *Aid to Families with Dependent Children; *Reform Efforts

In his well-known article "The Coming White Underclass" and other writings Charles Murray has suggested that welfare is the primary cause of out-of-wedlock childbearing. He contends that welfare, including Aid to Families with Dependent Children (AFDC), food stamps, and subsidized housing, should be eliminated. While Murray's views have gained a wide hearing, there is substantial evidence to suggest that welfare is not the primary cause of illegitimate births or teenage pregnancy. Contrary to popular impression, most out-of-wedlock births are not to teenagers. In fact, only 13% occur among women under age 18. Most researchers have found no connection, or only a small one, between AFDC benefits and childbearing decisions of young

Learning Communities.

PUB DATE- Apr 94

NOTE- 29p.; Keynote address for the Annual Meeting of the International Seminar on Teacher Education (Maastricht, The Netherlands, April 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Learning; *Constructivism (Learning); Educational Change; *Educational Environment; *Educational Principles; Elementary Secondary Education; Higher Education; *Learning Theories; Multicultural Education; *Professional Development Schools; School Role; Teacher Education

IDENTIFIERS- *Empowerment; Reform Efforts

This paper presents personal reflections on the nature of learning and the purpose of schooling and their implications for defining the work of professional development schools (PDSs). The paper examines the implications of intuitive learning, differences in learning, and political aspects of learning theory for professional development schools. This examination of learning theory suggests that: (1) it is unnecessary to conceptualize totally different types of learning environments for child and adult learners; (2) constructivism offers a powerful theory of child and teacher development; (3) learning should be self-directed, inquiry-oriented, and based on life experience; and (4) learning is both a cultural and a developmental process. The paper offers a vision of a PDS as an empowering, emancipating learning community that frees people from ignorance and knowledge that is trivial, subjugating, or hegemonic knowledge. The paper describes four characteristics of empowering learning communities (constructivist, problem-focused, multicultural and inclusive, and social reconstructionist) and outlines how they can guide PDS work. An example of a learning activity, which can be used with both teachers and students, that embodies these characteristics in an integrated fashion is provided. In addition, a brief discussion of how PDSs as learning communities would differ from traditional schools and teacher preparation, focuses on textbooks, teacher talk, traditional modes of grouping, and the dominant culture. (Contains 47 references.) (IAH)

ED 381 485

SP 035 645

Cosgrove, Maryellen; And Others

A Tale of Two Professional Development Schools.

PUB DATE- 13 Oct 94

NOTE- 20p.; Paper presented at a meeting of the Georgia Association of Teacher Educators (Atlanta, Georgia, October 13, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College School Cooperation; *Educational Research; Faculty Development; Higher Education; Inservice Teacher Education; Intermediate Grades; Junior High Schools; Middle Schools; Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; *Program Development; Student Teaching; *Teacher Improvement; *Teacher Role; Teaching Experience

concerning role expectations, use the information obtained to carry out 1 of 13 roles in a role-play activity, and describe how s/he felt playing the role. Role incumbents include: college supervisor, student teacher, cooperating teacher, teacher's aide, counselor, librarian, secretary, custodian, principal, assistant principal, reading specialist, mother, and father. Participants are grouped to solve case studies at different levels of school (elementary, middle, junior high, senior high, and developmental center). Five role play scenarios are presented, dealing with a student teaching conference, a parent-teacher conference, discipline, decision making, and priorities of school staff. The paper includes questions that students can use in interviewing role incumbents and questions that instructors can use in debriefing participants. (Contains 39 references.) (JDB)

ED 381 502

SP 035 872

Shapiro, Barbara C.
National Standards for Teachers.

PUB DATE- Feb 95

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serial; (022)

DESCRIPTORS- Educational Improvement; Elementary School Teachers; Elementary Secondary Education; Higher Education; National Programs; *Professional Development; Secondary School Teachers; *Standards; *Teacher Certification; *Teacher Evaluation; Teaching Experience

IDENTIFIERS- *National Board for Professional Teaching Standards
The mission of the National Board for Professional Teaching Standards (NBPTS) is to strengthen teaching in order to improve schools. There has been general agreement that a national certification system that could reliably identify teachers who meet high and rigorous standards would command the respect of the profession and public. The NBPTS has developed a certification process which is voluntary, signifies highly accomplished teaching based on a specific set of professional criteria, is uniform across the country, and was developed by educators for educators. National Board Certification involves meeting field-specific standards, completing a performance-based assessment process, and participating in continuing education and ongoing professional development. National Board Certification gives principals a fair means of identifying and recognizing accomplished teachers. Principals can look to Board-certified teachers to provide collegiate opportunities for growth and change. Another activity would use certified teachers as resources for new candidates. Evidence of increasing support for NBPTS accomplishments is described, and ways in which principals can support NBPTS efforts are noted. (JDB)

ED 381 503

SP 035 873

D'Emidio-Caston, Marianne; And Others
Teachers' Voices: Reinventing Themselves, Their Profession, and Their Communities.

SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund,
Pleasantville, N.Y.; IMPACT II--The Teachers Network, New York, NY.

PUB DATE- Nov 94

NOTE- 74p.

LANGUAGE- English

and behavior. (JDD)

ED 381 521

SP 035 898

Newman, Richard E.; Miller, Michael T.
Historical Overview of Physical Education Teacher Education
Curricula in American Higher Education.

PUB DATE- 90

NOTE- 32p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Historical Materials (060)

DESCRIPTORS- *Curriculum Design; Curriculum Development;
*Educational History; Elementary Secondary Education; *Health
Education; *Higher Education; *Physical Education; Physical
Education Teachers; *Preservice Teacher Education; Private
Colleges; Recreational Programs; State Colleges; State
Legislation

IDENTIFIERS- *AAHPERD

This paper reviews the history of physical education teacher education curricula in higher education in the United States, the forces that have created curriculum changes, and the development of the professional association: the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD). The paper first discusses the initial preparation of physical education teachers in the 19th century. This section begins with the first normal school of physical education in 1861 and describes the physical education movement of the 1850s and 1860s, legislation that encouraged physical education, and educational thinking of the time. The next section describes state and privately funded physical education teacher education institutions. There follows a discussion of the 1900 to 1917 period when athletics, dance, and recreation were added to the physical education curricular format. A section on state legislation describes state policies and the impact of the work of leaders in the field in the first quarter of the 20th century. The next section looks at developments during the Depression. A section on expansion in health education, recreation, and safety education between 1941 and 1949 focuses on changes in curricula. The next section looks at the physical fitness movement of the 1950's. A final section looks at research, federal legislation, specialization, and teacher supply from the 1960's through the 1980s. Contains 52 references. (JB)

ED 381 522

SP 035 899

Freeman, William W.
Sport Coaching Certification as an International Educational
Trend.

PUB DATE- 30 Mar 95

NOTE- 10p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Portland, OR, March 30, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Athletic Coaches; *Certification; Educational
Trends; Elementary Secondary Education; Higher Education;
Physical Recreation Programs; *Standards

IDENTIFIERS- AAHPERD; *Coaching; Sports Officials

This paper looks at the international trend toward certification of sport coaches and, in particular, developments and obstacles

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Administrators; Elementary Secondary Education; *Feedback; *Field Experience Programs; Higher Education; *Microteaching; Preservice Teacher Education; Reflective Teaching; Student Teacher Attitudes; Student Teaching; *Teacher Administrator Relationship; Units of Study

IDENTIFIERS- *Preservice Teachers; *Teacher Development

This study investigated the impact of administrators' constructive comments to preservice teachers about their micro-teaching demonstration. The project used a research model that concentrated on cognitive changes rather than changes in behavior and that used images of growth rather than measurable changes. It attempted to facilitate reflection, personal interaction through feedback, and understanding of professional development. Two university professors collaborated to facilitate the exchange of comments written by novices learning new skills to serve as feedback to each other. The videotapes of preservice teachers' micro-lessons in the experimental group were viewed by preservice administrators who were enrolled in a graduate course in supervision. The preservice teachers became part of either the control group (n=41) or the experimental group (n=34). Two sections of the experimental group completed an open-ended questionnaire. Results indicated that preservice teachers reflected on their specific lesson when they read the comments made by the preservice administrators. They also reflected on the process of learning to teach when they responded to the open-ended questions about the comments that were made about their lesson. Preservice teachers reported an increase in their confidence to teach and in their ability to learn to teach well. An appendix contains the survey instrument. (Contains 36 references.) (JB)

ED 381 541

SP 035 938

Lambert, Judy C.
Teacher Perception of Student Interest in Multicultural Tradebooks.

PUB DATE- Oct 94

NOTE- 31p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Books; *Childrens Literature; Cultural Pluralism; Elementary School Students; Elementary School Teachers; Grade 1; Heterogeneous Grouping; Homogeneous Grouping; Primary Education; Reading Instruction; *Reading Interests; Sex Differences; *Student Attitudes; Student Teachers; *Teacher Attitudes; Teaching Experience

IDENTIFIERS- Diversity (Student); *Multicultural Materials

This study investigated elementary school teachers' perception of their first grade students' interest in multicultural trade books. The study participants included 151 first graders, 17 experienced teachers, and 65 preservice teachers. The study used 15 multicultural trade books and 15 non-multicultural books matched as closely as possible in overall size and visual appeal. Children were shown the 30 books and then asked to indicate their interest in each. Teachers were also asked to rate their interest in each book. Findings indicated that

Eller, Elizabeth Grace

A Comparison of Analysis of Covariance and Blocking Designs in a Gender and Science Context.

PUB DATE- 94

NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Analysis of Covariance; Comparative Analysis; *Distance Education; Elementary Education; Elementary School Students; Pilot Projects; Pretests Posttests; *Research Design; *Science Instruction; Scores; *Sex Differences

IDENTIFIERS- *Blocking Paradigm; *Power (Statistics)

Data from a distance education project, Integrated Science 7 (IS7), were used to compare block designs with analysis of covariance (ANCOVA) for their ability to increase statistical power. The IS7 program enables students in grades six through eight to study science via satellite. A sample of 1,802 students from a pilot of the program yielded data for the study. The treatment by blocks designed were formed using the posttest aptitude scores as the dependent variable, the pretest scores as the concomitant or blocking variable, and the gender of the subjects of the independent variable. Two-block, 5-block, and 10-block designs were compared to 2 ANCOVA analyses. With the data used, the 10-block design appeared preferable to ANCOVA, but overall results suggest that there is no one optimal method. The use of ANCOVA versus blocking is dependent on several conditions, as discussed. Eleven tables present data from the analyses. Contains 49 references. (SLD)

Petry, John R., Ed.; And Others

Proceedings of the Annual Meeting of the Mid-South Educational Research Association (23rd, Nashville, Tennessee, November 9-11, 1994).

PUB DATE- Nov 94

NOTE- 188p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Abstracts; *Curriculum Development; Educational Assessment; Educational Change; *Educational Research; *Elementary Secondary Education; *Higher Education; *Professional Development; *Research Methodology; Research Utilization; School Restructuring; Special Education; Teacher Education

IDENTIFIERS- *Mid South Educational Research Association

This volume of proceedings of the Mid-South Educational Research Association's 23rd annual meeting contains abstracts of discussion sessions, display sessions, symposia, and training sessions. Over 320 abstracts and annotations are included, for sessions that cover the whole range of educational research. Assessment and measurement, educational improvement, educational change, school restructuring, and issues of culture, gender, and ethics are explored at elementary, secondary, and higher education levels, as well as for teacher education. Curriculum development and subject content are the

paradigms. In particular, the focus remained on students' overall tendency to perform in prespecified ways in prespecified domains of tasks; for example, to make correct answers to mixed-number subtraction problems. Developments in cognitive and developmental psychology broaden the range of desired inferences, especially to conjectures about the nature and acquisition of students' knowledge. Commensurately broader ranges of data-types and student models are entertained. The same underlying principles of inference that led to standard test theory can be applied to support inference in this broader universe of discourse. Familiar models and methods--sometimes extended, sometimes reinterpreted, sometimes applied to problems wholly different from those to which they were first devised--can play a useful role to this end. Contains three tables and seven figures. (Author)

ED 381 583

TM 023 056

Chelmsky, Eleanor
National Assessment Technical Quality.

PUB DATE- 11 Mar 92

NOTE- 20p.; Letter to William D. Ford, Chairman, House Committee on Education and Labor, and Dale E. Kildee, Chairman, House Subcommittee on Elementary, Secondary, and Vocational Education.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Academic Achievement; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; *Mathematics Achievement; Performance; *Scoring; *Standards; Test Construction

IDENTIFIERS- *National Assessment Governing Board; National Assessment of Educational Progress; Standard Setting

In 1991 the National Assessment Governing Board (NAGB) released a report interpreting the achievement of U.S. students in mathematics on the 1990 National Assessment of Educational Progress in terms of a set of performance standards. The NAGB had been designing and implementing an approach to defining basic, proficient, and advanced levels of achievement and to expressing each level in terms of a score on the 1990 mathematics assessment. This letter is an interim response to a request by the House of Representatives for a review of NAGB achievement levels and related matters. Review of the development and results of the levels-setting approach has found problems of procedures, reliability, validity, and reporting. It is concluded that commitments to the further use of levels now being set in a similar manner seem premature. In addition, the General Accounting Office is examining the relationship between the NAGB and the National Center for Education Statistics and exploring ways to strengthen the capacity of the NAGB to make sound technical decisions. Enclosures contain NAGB definitions of achievement levels and a comparison of these levels and other national data. (SLD)

ED 381 584

TM 023 058

Estebaranz, Araceli; Mingorance, Pilar
School Development and Professional Development in the New Educational Reform in Spain.

PUB DATE- Apr 94

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

unmarried women. It must be noted that the rise in out-of-wedlock childbearing is a society-wide trend, not concentrated among the poor, and influenced by many factors beyond welfare. Since the early 1970s, welfare benefits have fallen in purchasing power, but the proportion of children born outside of marriage has continued to rise. It is conceded that the welfare system needs substantial reform, but its elimination would abandon many poor children and their families. Two figures and two tables illustrate the discussion, and an appendix provides a research summary. (SLB)

ED 381 604

UD 030 371

Implementation of the Educational Research, Development, Dissemination, and Improvement Act. Hearing before the Subcommittee on Select Education and Civil Rights of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, Second Session (September 15, 1994).

PUB DATE- 95

NOTE- 110p.; Serial No. 103-120.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Academic Achievement; *Access to Education; Educational Improvement; Educationally Disadvantaged; *Educational Research; Elementary Secondary Education; *Equal Education; *Federal Legislation; Government Role; Hearings; *Information Dissemination; Minority Groups

IDENTIFIERS- Congress 103rd; Goals 2000; *Office of Educational Research and Improvement; Reauthorization Legislation

The House Subcommittee met to consider the progress that had been made toward the implementation of the restructuring of the Office of Educational Research and Improvement (OERI) and the fulfillment of its original mission, the equalization of educational opportunities for disadvantaged children. A report on implementation efforts was presented by Sharon P. Robinson, Assistant Secretary of OERI. The passage of the Education Research, Development, Dissemination, and Improvement Act, Title IX of the Goals 2000 Educate America Act, reaffirms the Federal government's commitment to reform through research rather than ideology. Progress in making OERI a consumer-driven organization is detailed, with systemic change efforts listed chronologically. Among the most important of the challenges facing OERI is the construction of five new institutes for research and dissemination among which are the Office of Reform Assistance and Dissemination, and The National Library of Education. The remarks of Sharon Robinson were followed by discussion and the supporting statements by Edmund W. Gordon, James McPartland, and Beverly J. Walker. (SLB)

ED 381 605

UD 030 372

Taylor, Charles; And Others
Multiculturalism: Examining the Politics of Recognition.

PUB DATE- 94

NOTE- 185p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Constitutional Law; *Cultural Awareness; Democracy; Elementary Secondary Education; *Equal Education; Foreign Countries; *Government Role; *Multicultural Education; *Politics; *Recognition (Achievement); Sociocultural Patterns

IDENTIFIERS- Canada; Collectivism; Habermas (Jurgen)

IDENTIFIERS- Armstrong State College GA; Experienced Teachers;
Preservice Teachers; *Teacher Development

This paper describes the goals, planning, governance, faculty roles, faculty development, and research activities at two professional development schools (PDSs) affiliated with Armstrong State College (Georgia). The college launched PDS partnerships with White Bluff Elementary School and Bartlett Middle School in September 1993. The roles of cooperating and other classroom teachers, college faculty liaison, and site-based supervisor are discussed. At both schools, reciprocity characterizes faculty development; both college and school faculty help to shape the professional development program at each institution. Collaborative inquiry is also an objective of each site, and formative and summative evaluation of program goals is an integral part of the program. Several examples of current and planned research activities are provided. Program goals include: (1) developing and implementing field sites, based on supportive partnerships, for preservice teachers; (2) maintaining innovative field-based experiences that reflect the social and racial balance of the school community; (3) utilizing faculty from school and college sites to develop curriculum and teach courses at all sites; (4) identifying and developing research-based supervision strategies; (5) fostering preservice and inservice teacher engagement in inquiry and reflective practice; (6) keeping teacher preparation at Armstrong State College dynamic and proactive; and (7) documenting the disseminating information about the planning, implementation, and evaluation of the PDS partnerships. (Contains 39 references.) (IAH)

ED 381 486

SP 035 734

Dickens-Smith, Mary
The Effect of Inclusion Training on Teacher Attitude towards
Inclusion.

PUB DATE- 95

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Attitude Change; Elementary School Teachers;
Elementary Secondary Education; Faculty Development; Higher
Education; *Inclusive Schools; *Inservice Teacher Education;
Mainstreaming; Outcomes of Education; Secondary School
Teachers; Special Education Teachers; *Teacher Attitudes

IDENTIFIERS- *Chicago Public Schools IL

This paper reviews several studies on attitudes of regular and special educators toward inclusion of all children, regardless of disability, in the regular education environment and on attitude changes occurring as a result of staff development activities. Special education teachers (n=100) and regular education teachers (n=100) who were working for the Chicago (Illinois) Public School System and participated in an inservice training session on inclusion were given a questionnaire before and after the training. The majority of the teachers, in both special and regular education, revealed more favorable attitudes toward inclusion after their inservice training than they did before. Special education teachers showed an attitude gain on 8 of 12 questions, remained neutral on 3, and showed a slight drop on 1 question. Regular education teachers showed a positive attitude change on 11 of the 12 questions and a decline on 1. Both regular and special education teachers showed the greatest change on a question addressing the need for all teachers and administrators to

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; *Change Strategies; Class

Organization; Classroom Techniques; Curriculum Development;
*Educational Change; *Educational Innovation; Elementary School
Teachers; Elementary Secondary Education; Models; Multicultural
Education; School Choice; School Effectiveness; School
Organization; *School Restructuring; Secondary School Teachers;
*Teacher Role; Teaching Methods

IDENTIFIERS- Chicago Public Schools IL; Lompoc School District
CA; Santa Ynez Valley Union High School Dist CA; Schools Within
a School Plan (Elementary Educ)

This collection of four case studies discusses the work of teachers and their efforts to change their classrooms, schools, and districts. The case studies show that teachers can learn to use their own strengths and talents, knowledge, shared vision, and commitment to student growth and development to effect change. The first case study, "Santa Ynez Valley Union High School" (Jon Snyder), documents how a rural California high school brought together internal and external resources and expertise to create a model for school change, and reports the difficulty and complexity of mobilizing "whole school" change and of sustaining optimism and momentum in face of early setbacks. "Pod 200 Clubs: A Multicultural Curriculum in Action-- the Walt Disney Magnet School" (Lynette Hill with the assistance of Alice Weaver) describes creation of a multicultural and integrated curriculum within an open-classroom team-teaching environment in Chicago (Illinois) through student participation in interest groups. "Lompoc Valley Middle School Challenger Program" (Marianne D'Emidio-Caston and Jon Snyder) discusses creation of a California school-within-a-school which focuses on active learning, accountability, community of learners, integrated curriculum, and changing relationships among teachers and between teachers and parents. "The Foundations School: The School of Choice" (Lynette Hill with the assistance of Alice Weaver) was brought about by Chicago (Illinois) teachers who saw their role as facilitators in the learning process and who believed in whole language, child-centered classrooms and an interdisciplinary approach to learning. Some generalizations are woven throughout the fabric of the case studies that offer insights about networks as supports for intellectual and social change, about the subtleties and nuances of individual and collective learning when they are part of the change process in schools, and about the tensions that arise as teachers bring knowledge from the outside to change the inside of their schools. (JDD)

ED 381 504

SP 035 876

Taliaferro, Barbara M.; Montoya, Alicia L.
Faculty and Administrators of Color in the Pennsylvania State
System of Higher Education: A Status Report.

PUB DATE- 95

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *Administrator Attitudes; Career Development;
*College Faculty; Ethnic Groups; Faculty Mobility; Faculty
Promotion; Higher Education; Minority Groups; *Minority Group
Teachers; Occupational Aspirations; Racial Bias; Racial
Differences; Sex Differences; State Surveys; *Teacher
Attitudes; Tenure; Women Administrators; *Women Faculty

toward certification in the United States. A look at developments abroad cites four common approaches to sport coaching certification with training falling into three focal areas: knowledge that is common to all sports, knowledge that is sport-specific, and practical experience. Representatives of each sport develop their own sport-specific curricula. Although standards may vary from one country to another they are generally minimal. National coaching programs in other countries usually require no more than the equivalent of two days' work in class to coach inexperienced children and no more than 2-3 weeks work in class for certification to coach Olympic-level athletes. Following sections discuss the basic knowledge needs of coaches, their technological knowledge and skill needs, and their traditional conservatism and fear of technology. A discussion of concerns in developing an American certification program notes that physical educators are a major force in shaping certification efforts, and that realistic guidelines are needed as well as applied coach education programs for certification. A final section describes the National Association for Sport and Physical Education (NASPE) and its proposed standards currently under discussion. Contains 38 references. (JB)

ED 381 523

SP 035 900

Buzzee, Linda L.
Integrating the Mind and Body of the High School and Collegiate Golfer.

PUB DATE- 93

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Athletes; *Athletic Coaches; College Students;

*Golf; Higher Education; High Schools; High School Students;

*Holistic Approach; *Teaching Methods

IDENTIFIERS- *Coaching

This paper describes coaching golf as an art and a science that requires the effective integration of the golfer's mind and body. In typical coaching situations it is presumed that the coach's task is to provide the student with a knowledge of the rules, swing mechanics, and course management skills. A coach's task includes much more, however. The coach's role should be defined as the ability to blend golf knowledge, teaching skills, and ability to allow the physical-mechanical aspects of golf to become intertwined with the cognitive characteristics of each player. Coaching strategies are suggested that address error corrections in terms of the physical and psychological requirements needed to elicit a change in performance of a specific golf or course management skill. Setting-up is described as a phase of the golf swing that prepares the mind and body for the execution of the shot. Further sections discuss initiating the swing, sequential analysis of the set-up, shot planning, and the full swing. Final sections discuss keeping instructions simple, resisting the urge to make multiple corrections over a short period of time, using language that does not instill fear, and bridging the gap between golf knowledge and effective shot production. (JB)

ED 381 524

SP 035 902

Kelley, R. Mark; And Others
Stages of Acquisition of Gateway Drug Use in Upper Elementary

amount of diversity within the school had an effect on children's interest in the two types of books. Children in heterogeneous classrooms rated the non-multicultural books significantly higher than the multicultural books. Children in homogenous classrooms did not rate the books significantly differently. Experienced teachers in heterogeneous classrooms and preservice teachers indicated that children would like the non-multicultural books more. Experienced teachers in homogenous classrooms did not perceive that the children would rate the books differently. It was also found that the same books do not appeal to both boys and girls, and that teachers in general are more accurate in their perception of girls' interest than they are of boys'. (Contains 14 references.) (JB)

ED 381 542

SP 035 939

Hall, Anita H.; Napier, Lee

Attitudes and Perceptions Expressed by Teachers across the State of Mississippi toward the Whole Language Approach to Teaching Reading.

PUB DATE- 10 Nov 94

NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (November 10, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Basal Reading; Board of Education Policy; Comparative Analysis; Elementary Education; Elementary School Teachers; *Reading Instruction; School Districts; *Teacher Attitudes; Teacher Characteristics; *Whole Language Approach
IDENTIFIERS- *Mississippi

This study examined the attitudes and perceptions of teachers using the whole language approach to teaching reading with those of teachers using the basal approach. Specifically, attitudes were compared based on teachers' instructional selection, district mandates, and personal demographics. Data on attitudes and opinions concerning the teaching of reading using the whole language approach were obtained from 156 elementary school teachers across the state of Mississippi. The data were examined in terms of the respondent's basic classification variables, which included age, teaching experience, educational qualifications, experience in teaching whole language, experience utilizing the basal approach, reason for teaching, and educational content area. The results indicated that the elementary teachers, whether electively using whole language, or mandated by the various school districts, overwhelmingly supported the use of the whole language approach to teaching reading as compared to the basal approach. (Contains 16 references.) (Author/JB)

ED 381 543

SP 035 940

Koskela, Ruth; Cramer, Susan

Preservice and Inservice Teacher Journals: What Do They Reveal?

PUB DATE- 14 Oct 94

NOTE- 22p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 14, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Beginning Teachers; Collegiality; Elementary

focus of several presentations. (SLB)

ED 381 563

TM 022 919

Schuyten, Shana; Tashakkori, Abbas

The Relationship between Assessor/Assessee Gender and Performance Observation Ratings.

PUB DATE- Nov 94

NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Evaluators; Internship Programs; *Observation; *Performance; Pilot Projects; Public Schools; Sex Bias; *Sex Differences; Sex Stereotypes

IDENTIFIERS- *Louisiana; Louisiana Teacher Internship Program; *Performance Based Evaluation

The effects of the genders of the assessor and the assessee on performance observation ratings of beginning teachers were studied in public schools in Louisiana. Data was collected in the pilot phase of the Louisiana Teacher Assessment Program for Interns, which included both teacher observation and structured interview. Of the assessee who reported their genders, 359 were female and 57 were male. Of assessors who reported gender, 468 were female and 195 were male. Dependent variables were the assessee's performance observation ratings. Independent variables were the genders of assessor and assessee. There were significant differences between the ratings of both male and female teachers, indicating that the gender of the assessee affected assessor ratings. However, no significant main effect of assessor gender was found in the results, suggesting that the bias of trained assessors does not seem to cause a major bias in the performance evaluation of teachers. Three tables present study data. (Contains 23 references.) (SLB)

ED 381 564

TM 022 924

Portfolio Assessment and High Technology videotape.

SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.; Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 94

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Non-print Media (100)

DESCRIPTORS- Academic Achievement; *Computer Uses in Education; Educational Assessment; Educational Improvement; *Educational Technology; Elementary Education; *Elementary School Teachers; Evaluation Methods; *Inservice Teacher Education; *Portfolio Assessment; Portfolios (Background Materials); School Districts; Standards; *Writing (Composition)

IDENTIFIERS- *Apple Classrooms of Tomorrow; Standard Setting

This videotape cassette portrays the role of portfolios for educational improvement through assessment in a California classroom participating in the Apple Classrooms of Tomorrow (ACOT) educational technology program. Elementary school students at the Stevens Creek School used computers for writing assignments, and included the best of their assignments in portfolios of completed work. The portfolios are computer-stored. Interviews with students and teachers indicated that both found it relatively easy to use portfolios for conferences

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Democracy; Economic Factors; *Educational Change; Educational Improvement; Elementary Secondary Education; Foreign Countries; Private Schools; *Professional Development; Public Schools; *Social Change; *Teacher Education

IDENTIFIERS- Reform Efforts; *Spain; Spain (Andalusia)

Components of the sociocultural, professional, and institutional contexts of teacher professional development in Spain are explored. Teacher training changes in Spain arise from the sociocultural context, with the increasing democratization of the nation since the 1980s, the recognition that areas and elements of society have been underserved, the links between Spain and the rest of Europe, and the requirements of the changing economy and the information society. Teachers need more support from the profession as a whole and from society to help them adopt innovations and be aware of the country's cultures. Educational authorities are recognizing the need for changes in teacher education, as exemplified by teacher training in Andalusia and the creation of the Andalusian Institute of Teacher Training and Evaluation. Professional development is also a concern in the private schools, as the report of a private school improvement initiative demonstrates. (Contains 22 references.) (SLD)

ED 381 585

TM 023 059

Bentley, Carol L.

Are Preservice Teachers Acquiring Skills in Educational Technology, How and Where? Results of a National Survey.

PUB DATE- Oct 94

NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 13-15, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Literacy; Computer Science Education; Computer Software; Curriculum; *Educational Technology; Education Majors; Elementary Secondary Education; Higher Education; Information Dissemination; *Skill Development; Student Characteristics; Surveys; Teacher Education; *Teacher Educators; *Telecommunications

IDENTIFIERS- *Preservice Teachers

A survey was undertaken to acquire information about the preservice training of teachers in technology. The survey considered general information and student characteristics, learning about hardware and software, the dissemination of educational technology, and information about telecommunications technology. Thirty-two surveys were completed by directors of curriculum materials centers in schools of education, a response rate of 64%. While some type of preservice training in the use of educational software was provided at 27 schools, only 16 schools indicated that this training was provided in a required course. The largest collections of software for the use of preservice teachers concentrate on drill and practice programs, followed by problem solving, programming, word processing, staff development, and simulations and game programs. Survey findings suggest that the technological training received by preservice teachers is inconsistent and not focused, and that training in telecommunications is at minimum levels in many institutions.

This volume focuses on the challenge of multiculturalism and the politics of recognition facing democratic societies today, concentrating on the United States and Canada in particular. The initial inquiry by Charles Taylor considers whether the institutions of liberal democratic government make room for, or even should accommodate, recognizing the worth of distinctive cultural traditions. This exploration is joined in this edition (the second in English) by an extensive essay by Jürgen Habermas, first included in the German edition, on the issues of recognition and the democratic constitutional state. Habermas argues that equal protection under the law is not enough to guarantee a constitutional democracy. K. Anthony Appiah offers commentary on the tensions between personal and collective identities, such as those shaped by religion, gender, ethnicity, race, and sexuality, and the tendency of multicultural politics to gloss over such tensions. These essays are joined by commentaries by: (1) Amy Gutmann; (2) Susan Wolf; (3) Steven C. Rockefeller; and (4) Michael Walzer. (SLD)

ED 381 606

UD 030 373

Vopat, James

The Parent Project. A Workshop Approach to Parent Involvement.

PUB DATE- 94

NOTE- 200p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (D10), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Achievement; *Educational Planning; Elementary Education; Evaluation Methods; Inner City; *Parent Participation; *Partnerships in Education; Resource Materials; Self Esteem; *Urban Schools; *Workshops

IDENTIFIERS- Milwaukee Public Schools WI; *Milwaukee Writing Project WI; Parent Project

The Parent Project is a workshop approach to increasing parent involvement in their children's education. It began in the late 1980s in three inner-city elementary schools in Milwaukee (Wisconsin) as an outgrowth of the Milwaukee Writing Project. The workshop approach that developed focused on what children were learning in the classroom and how this learning could be supported at home. Working partnerships between parents and teachers have paid many dividends for the children in these schools. This guide to presenting workshops discusses how to begin them and how to conduct the workshop, with sample schedules and a list of factors that contribute to success. A 3-year plan is presented for moving beyond the initial meetings and promoting community building. Workshops for the specific areas of reading, writing, developing self-esteem, and special interests are described. Evaluation is an integral part of the parent participation project, and suggestions are offered for evaluation and advocacy. A resource section includes sample forms, an annotated bibliography of 39 children's books, a 180-item bibliography for children, and a list of resources for parents. (SLD)

ED 381 607

UD 030 374

Whitmore, Kathryn F.; Crowell, Caryl G.

Inventing a Classroom. Life in a Bilingual, Whole Language Learning Community.

become involved in inclusion. The study concludes that staff development is the key to the success of inclusion. (Contains 13 references.) (JDB)

ED 381 487

SP 035 815

Ludwig, Meredith; And Others

Sustaining the Supply of Math and Science Teachers: Assessing the Long-Term Effects of Nontraditional and Mid-Career Teacher Preparation Programs.

SPONS. AGENCY- National Science Foundation, Arlington, VA.

PUB DATE- 10 Jan 95

NOTE- 120p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Alternative Teacher Certification; *Career Change; Elementary Secondary Education; Higher Education; *Mathematics Teachers; Midlife Transitions; *Preservice Teacher Education; Program Descriptions; Program Effectiveness; School Business Relationship; *Science Teachers; *Teacher Education Programs; Teacher Recruitment; Teacher Supply and Demand

This research project examined characteristics of nontraditional or midcareer teacher education programs that offered a fast track to certification, served students entering teaching from another career/occupation, and were based in a university or cooperatively managed by industry and education. The report begins with a description of the alternative certification movement, an analysis of the dissatisfaction with the preparation of teachers, the evolving definition of alternative certification, and variations and consensus points in alternative route programs. The second section describes five projects visited: the California Mathematics and Science Teacher Corps Project of California State University; the Mid-Career Math and Science Teacher Preparation Program of Mills College (California); George Washington University's Crystal City Secondary Teacher Education Program in Arlington, Virginia; Project Promise of Colorado State University; and Engineers Into Education of Digital Equipment Corporation. The report reveals that the number of individuals in nontraditional university-based programs is small, that the isolation of teaching professionals from their business/industry counterparts remains unchanged regardless of the alternative movement, and that there is much less concern about bridging the worlds of practitioner and teacher together. Appendixes contain a copy of the survey form and a classification system of alternative routes to teacher certification. (Contains 21 references.) (JDB)

ED 381 488

SP 035 816

Developing a Residency Program as Part of Teacher Licensure. A Report in Accordance with Minnesota Statutes. 1993 Supplement. Section 125.230, SUBD. 7.(b).

PUB DATE- 15 Feb 94

NOTE- 54p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Beginning Teacher Induction; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Internship Programs; Preservice Teacher Education; *Professional Development Schools; School Restructuring; State

IDENTIFIERS- Pennsylvania; *Pennsylvania State System of Higher Education; People of Color

Data from the Pennsylvania State System of Higher Education (SSHE) indicate that men of color represent 13.1 percent of administrative positions and 6.42 percent of faculty positions, while women of color hold 9.66 percent of administrative positions and 4.05 percent of faculty positions. A study was conducted to compare the perceptions of 32 SSHE administrators and 52 SSHE faculty of color. Survey responses were analyzed in terms of demographics, perceived obstacles, perceived support, and aspirations of career mobility. Results confirm disparities of race and gender for faculty and administrators of color in the Pennsylvania SSHE. Career paths, opportunities for upward mobility, tenure, and promotion are reported as avenues of access paved with institutional, personal, and cultural racism. Most respondents indicated a desire to advance in their fields, but felt hindered by institutional barriers and to some degree by personal barriers. Men of color were reported by both women and men to be the least supportive in professional endeavors. Women faculty rated women of color as most supportive; male faculty and both male and female administrators rated white men as most supportive. Recommendations and strategies are offered for institutions and individuals. (Contains 23 references.) (JDD)

ED 381 505

SP 035 877

Hackmann, Donald G.; Schmitt, Donna M.
Promoting School-University Partnerships: Professional Development of Teachers through the Collaborative School Improvement Program.

PUB DATE- 21 Feb 95

NOTE- 15p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (75th, Detroit, MI, February 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College School Cooperation; Cooperative Programs;

*Educational Improvement; Elementary Secondary Education;

Higher Education; Models; *Participative Decision Making;

*Partnerships in Education; Professional Development;

*Professional Development Schools; Program Development; Program

Implementation; School Districts

IDENTIFIERS- *Eastern Michigan University

One method of training principals and teachers to lead substantive change initiatives lies in partnership activities between schools and the local university. The Collaborative School Improvement Program (C-SIP) is a successful school-university partnership that focuses upon collaborative relationships between Eastern Michigan University and area schools to promote school improvement activities through building-level shared decision making. The C-SIP model offers a clearly delineated problem-solving approach that effectively combines theory, research, and practice. The individual school, the local school district, the intermediate school district, and Eastern Michigan University each assume important roles in ensuring the successful implementation of local projects. Faculty are recognized as equal shareholders in the change process, and administrative support is a prerequisite to a school's acceptance as a project school. Eastern Michigan University provides financial and technical assistance to each project site, and a faculty member is assigned as a facilitator

School Children.
PUB DATE- 9 Oct 94
NOTE- 11p.; Paper presented at the Annual Meeting of the American School Health Association (Houston, TX, October 3-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcoholic Beverages; Drinking; *Drug Use; *Elementary School Students; Grade 4; Grade 5; Grade 6; Intermediate Grades; Marijuana; Smoking; *Student Behavior; Tobacco
IDENTIFIERS- *Arkansas; Drug and Alcohol Survey; Smokeless Tobacco

This study examines the stages of acquisition of "gateway" drug use among fourth, fifth, and sixth grade students at 11 elementary schools in Arkansas. A 109-item questionnaire, administered in the classrooms by the classroom teachers, solicited information about the stages of acquisition and the subjects' use of alcohol, smokeless tobacco, cigarettes, and marijuana, as well as demographic information. Complete data were collected from 464 students. Of respondents, 77.4 percent were white. Results were analyzed within stages of use defined as: precontemplation 1--those who had not tried the substance and were not planning to; contemplation--those who had not tried the substance but were planning on trying it sometime; precontemplation 2--those who had tried the substance but were not planning to try it again; initiation--those who had tried the substance and/or were planning on trying it in the next 30 days; action--those who had used the substance regularly for up to 6 months; maintenance--those who had been using the substance for 6 months or longer; and habit change--those who had been using the substance regularly for at least 6 months and were thinking of stopping. Some of the findings were: (1) for alcohol use, 61 percent were in the precontemplation 1 stage, 24.1 percent in the precontemplation 2 stage, and 8.2 percent in the initiation stage; (2) for smokeless tobacco, 71.6 percent were in the precontemplation 1 stage, 2.4 percent in the contemplation stage, and 15.9 percent in the contemplation 2 stage; (3) for cigarettes, 80.8 percent indicated the precontemplation 1 stage, 1.3 percent the contemplation stage, 9.1 percent the precontemplation 2 stage, and 3.9 the initiation stage; (4) for marijuana, 93.5 percent indicated the precontemplation 1 stage, 0.4 percent the contemplation stage, and 0.9 percent the precontemplation stage. The conclusion is that the Stages of Acquisition of Gateway Drug Use model may be a useful tool for examining drug use among upper elementary school students. (Contains 12 references.) (JB)

ED 381 525

SP 035 903

Bennett, John P.
Sequence Dance for Lifelong Leisure Activity: An International Experience!
PUB DATE- 28 Mar 95
NOTE- 9p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Portland, OR, March 28-April 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Dance; *Dance Education;

Secondary Education; Higher Education; Inservice Teacher Education; *Journal Writing; Preservice Teacher Education; *Self Concept; *Student Journals; *Student Teachers; Teacher Attitudes; *Teacher Interns
IDENTIFIERS- Illinois; Preservice Teachers; Wisconsin
This study explored student teacher, intern, and beginning teacher journals for themes that might inform inservice and preservice teacher education programs. The journals of 58 teacher candidates and beginning teachers were read to identify themes. Then common themes were organized into categories and frequencies for each category were determined. Two groups comprised the population: (1) 14 teacher candidates enrolled in teacher preparation programs who were followed as student teachers or interns; and (2) 44 beginning teachers in Illinois and Wisconsin. Completing open-ended or semi-structured journal or log entries were requirements of both groups. Student teachers' and beginning teachers' themes were organized and information was reported based on several focusing categories. Among the student teachers' emerging themes included a personal sense of accomplishment, development, and excitement; steady construction of confidence; and a feeling of self sufficiency. A second theme of school interactions and relationships with staff also emerged. Beginning teacher entries were grouped by period of the academic year showing common concerns. Overall the journal entries revealed several common themes for both the student teacher and beginning teacher groups that may shed light on how best to design teacher education programs, field experiences, and support programs for beginning teachers. (JB)

ED 381 544

SP 035 942

Florio-Ruane, Susan; deJar, Julie
Conflict and Consensus in Teacher Candidates' Discussion of Ethnic Autobiography.
PUB DATE- 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Autobiographies; Books; Conflict; Cultural Awareness; Discourse Analysis; *Discourse Modes; *Discussion Groups; Elementary Education; Elementary School Teachers; *Ethnic Groups; Ethnicity; Females; Higher Education; Participant Observation; *Peer Influence; Preservice Teacher Education; *Student Teachers; Whites
IDENTIFIERS- Conversation; *Conversational Analysis
A Future Teachers' Autobiography Club discussion group/research project invited six elementary teacher candidates to read, write about, and discuss ethnic autobiography in order to foster and investigate the potential of peer discussion in teacher learning. Using a selected list of six autobiographies, the researcher hosted monthly dinner meetings. She documented the Club by writing field notes, reading and corresponding with the members in sketchbooks recording thoughts about the books and discussion, analyzing audio tapes and transcripts of the meetings, and debriefing each member in an interview near the end of the study. Analysis suggested that text-related talk without the stage management of a "teacher" offered some strengths and weaknesses. In some cases conversations did not include all members of the group or avoided the text or topics of common interest. The talk could also persist in conflictual ways which might have precluded participants exploring in depth their own or others' perspectives. However, some phases of the

and for discussions of the writing process, but that using portfolios for assessment has proven to be more complicated. As in all assessment, setting the standards is of primary importance. Teacher inservice workshops have been conducted so that teachers could learn how to use portfolios for fair and meaningful assessment. Coordination of school district goals and the technology program will eventually enable the establishment of benchmarks for the measurement of achievement at various levels of education. (SLD)

ED 381 565

TM 022 925

Strategic Plan for the U.S. Department of Education. Working Document.

PUB DATE- Dec 94

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Access to Education; Agenda Setting; Educational Change; Educational Improvement; *Educational Planning; Educational Research; Elementary Secondary Education; Equal Education; *Government Role; Higher Education; Needs Assessment; Organizational Change; *Standards; *Strategic Planning

IDENTIFIERS- *Department of Education

The U.S. Department of Education has developed a new mission statement based on the need to ensure excellence in education for all American students and to provide access to high-quality education for all. This strategic plan focuses attention on a few areas that have been selected as priorities, primarily as a result of legislative successes and recommendations from the National Performance Review. The first priority is to help all students reach challenging academic standards so that they are prepared for responsible citizenship, further learning, and productive employment. Creating a comprehensive school-to-work opportunities system in every state is the second designated priority. The third priority is ensuring access to high-quality postsecondary education and lifelong learning. Transforming the Department of Education into a high-performance organization is the fourth designated priority. Objectives and strategies in support of each of these priorities are outlined. The Department of Education is committed to learners of all ages and to fostering learning, innovation, and teamwork throughout the Department. Three figures complement the discussion. (SLD)

ED 381 566

TM 022 926

Parrish, Thomas B.; And Others

Disparities in Public School District Spending 1989-90. A

Multivariate, Student-Weighted Analysis, Adjusted for Differences in Geographic Cost of Living and Student Need. Statistical Analysis Report.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- Feb 95

NOTE- 192p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Disadvantaged Youth; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Expenditures; Geographic Regions; Minority Groups; Multivariate Analysis; Poverty; *Public Schools; *Resource

Four tables summarize findings. (Contains 22 references.) (SLD)

ED 381 586

UD 030 342

Robison, Esther

An Interim Evaluative Report Concerning a Collaboration between the Children's Aid Society, New York City Board of Education, Community School District 6, and the I.S. 218 Salome Urena de Henriquez School and The Community Schools P.S. 5 and I.S. 218 Spring 1994 Update.

PUB DATE- Mar 93

NOTE- 54p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Community Schools; Cultural Differences; Economically Disadvantaged; Family School Relationship; Grade 6; Grade 7; Grade 8; Intermediate Grades; Junior High Schools; *Middle Schools; Minority Groups; Neighborhood Schools; *Partnerships in Education; *Program Design; *Program Evaluation; Public Schools; *School Community Programs; School Community Relationship; Urban Schools

IDENTIFIERS- New York City Board of Education

This report discusses the development and initial effectiveness of the Community Schools program, a collaborative effort in New York City's Community School District 6 designed to create a new institution that offers a broad range of services for students and their families. The program includes formal and parental education; summer camps; and health, dental, recreational, and counseling services. The report examines the program's components and culture, discusses background information about its planning, reviews the model that was developed, and evaluates the following components: After-School To Extended Day; the Family Center; Mental Health Services; Health and Dental services; and the Academies and the Collaboration. Finally, the impact of this collaboration on the children is discussed. Early indications demonstrate the emerging success of the program at achieving a collaboration among the programs, the staff and the participating professional disciplines, the students, the children, and the parents. Appendixes provide an overview of the evaluation and its activities and an interview guide used for data collection. Also included is the Spring 1994 update for P.S. 5 and I.S. 218. (Contains 18 references.) (CH)

ED 381 587

UD 030 343

Building a Community School: A Revolutionary Design in Public Education.

SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.

PUB DATE- 93

NOTE- 57p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Community Schools; Economically Disadvantaged; Elementary Secondary Education; Family School Relationships; Neighborhood Schools; *Partnerships in Education; *Program Development; Program Implementation; *Public Education; Public Schools; *School Community Programs; School Community Relationship; Urban Schools

IDENTIFIERS- New York City Board of Education

PUB DATE- 94

NOTE- 285p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- *Bilingual Education; Bilingual Students; *Cultural Awareness; *Curriculum Development; Educational Research; Ethnography; Grade 3; *Language Skills; Learning; *Literacy; Primary Education; Qualitative Research; War; *Whole Language Approach; Working Class

IDENTIFIERS- Middle Ages

This book is based on research conducted in a bilingual, (Spanish and English) working-class neighborhood third-grade classroom. It is a qualitative, ethnographic study of the classroom as a system that uses exemplary teaching to show how whole language learning can be explained as a tension between personal invention and social convention. The Sunshine Room, as the classroom was called, evolved throughout the 2 years of the study. The four critical events that are narrated were: (1) the process of negotiating curriculum for the year; (2) the creation of a theme cycle about the Middle Ages; (3) the vicarious experience of war through children's literature and discussion; and (4) a friendship between two children from different cultures. In keeping with the whole language approach, the classroom exemplified a high level of intellectual expectation, symmetric power and trust relationships, authentic language and literacy events, and additive bilingualism and biliteracy. Thirty-three figures illustrate the discussion. Four appendixes present bibliographies for the study of the Middle Ages and war and peace, a whole-language checklist, and an excerpt from a classroom script. (Contains 190 references.) (SLD)

ED 381 608

UD 030 375

Timmer, Doug A.; And Others
Paths to Homelessness. Extreme Poverty and the Urban Housing Crisis.

PUB DATE- 94

NOTE- 216p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- Causal Models; Economically Disadvantaged; *Economic Factors; *Homeless People; *Housing Needs; Low Income Groups; *Poverty; Sociocultural Patterns; Trend Analysis; *Urban Problems

IDENTIFIERS- *Shelters

An exploration of the economic and historical causes of homelessness is combined with accounts of individuals and families who are on the streets or in shelters and how they came to that point. Following an overview of the problem of homelessness and its causes, nine chapters present stories of homeless individuals, friends, and families. These stories demonstrate that there is no culture of poverty that makes people poor and no culture of homelessness that leaves them without shelter. These stories show that large numbers of people become homeless through the processes of urban and industrial decline. The increase in the numbers of homeless people is a result of the social and economic transformations of American cities since the late 1970s. The last two chapters review the complex and simple realities of homelessness and offer some suggestions for resolving it. Shelters and shelter services are not the answer to homelessness; the only real

Legislation; *Teacher Certification; Teacher Education
Curriculum; Teaching Experience
IDENTIFIERS- *Minnesota; Teacher Development

In 1993, the Minnesota state legislature established a Teacher Residency Program, and it directed the Minnesota Board of Teaching to report to the education committees of the legislature on developing a residency program as part of teacher licensure. The residency program proposed in this report is one of three components of a restructured teacher licensure program, which includes: teacher preparation in an approved teacher education institution; supervised residency in a professional development school, and multiple assessments of teaching knowledge and skills. The one-year residency is a transition for the beginning teacher who has completed preservice preparation but is not yet licensed to teach without supervision. The residency will differ from current beginning teacher programs in several ways. This report addresses a number of issues related to implementation of a residency program, including: finance, equity, curriculum, employment issues, ratio of residents to professional development schools (PDSs), and impact on teachers licensed in other states. A timeline is proposed, which projects full implementation of the restructured licensure system by 2001. In addition to a historical background on the residency program, the report includes two appendices: "Minnesota Statutes 1993 Supplement" and "Recommendations of Internship Task Force to Minnesota Board of Teaching Regarding Standards for Internship Programs." (Contains 22 references.) (IAH)

ED 381 489

SP 035 820

Rafferty, Cathleen D.

Impact and Challenges of Multi-Site Collaborative Inquiry Initiatives. Professional Development Schools: Changing the Work of the School of Education.

PUB DATE- 14 Feb 95

NOTE- 19p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 12-15, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Action Research; *College School Cooperation; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Partnerships in Education; *Professional Development Schools; *Research Projects; Research Proposals; *Schools of Education; Teacher Education Curriculum; Teacher Educators

IDENTIFIERS- *Collaborative Inquiry; *Indiana State University; Teacher Researchers

This paper describes the process of initiating collaborative inquiry projects at Indiana State University's (ISU) 10 professional development school (PDSs). It discusses what was learned and charts future directions and projected activities. ISU's Collaborative Inquiry Committee/Team (CIC) established a three-phase collaborative inquiry action plan. During the preparation phase, CIC members were immersed in the inquiry process through mini-projects, and the results were analyzed. During the pilot projects phase, workshops for teachers, pilot inquiry projects, and planning for a teacher researcher conference took place. The final phase, establishing the infrastructure, focused on developing an institutional program for teaching and supporting collaborative inquiry projects at

in assisting with change efforts. The assumptions which form the foundation of the C-SIP model are listed, the C-SIP six-step process is outlined, typical school improvement goals are discussed, and implications for staff developers are identified. (Contains 23 references.) (JDD)

ED 381 506

SP 035 873

Heath, M. Pearl; Stange, Terrence

Early Field Experience: Contributions of the Methods Courses.

PUB DATE- Feb 95

NOTE- 23p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (75th, Detroit, MI, February 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Elementary Education; *Field Experience Programs; Higher Education; Instructional Effectiveness; *Knowledge Base for Teaching; *Methods Courses; *Preservice Teacher Education; Student Development; Student Experience; *Teaching Skills

IDENTIFIERS- *Preservice Teachers

Fifty-seven elementary education students enrolled in methods courses were asked to respond to an open-ended questionnaire to identify what knowledge and skills had been learned as a result of participating in field experiences required in the courses. Students provided 516 individual statements, with 245 being knowledge statements, which included facts or concepts about teaching and learning in schools, knowledge of educational environments, and knowledge of self as a beginning professional, and 271 being skill statements, which included action by the student in professional activity, teaching in a particular content area, acting in context, and professional development. Knowledge statements were primarily associated with professional information related to teaching and content to be taught during field assignments. This is in contrast to knowledge identified by beginning field students who emphasized knowledge associated with career exploration and educational contexts. Skills developed made up more than 50 percent of students' statements and were directly linked to the delivery of classroom instruction in field sites. Field experiences just prior to student teaching seem to differ from those provided at the beginning of a teacher education program in terms of curriculum and instructional emphasis. (Contains 12 references.) (Author/JDD)

ED 381 507

SP 035 879

Geltner, Beverly B.

Shaping New Leaders for New Schools: Using the Case Method for Innovative Teaching and Learning.

PUB DATE- Mar 95

NOTE- 15p.; Paper presented at the International Conference on Case Method Research and Application (12th, Lausanne, Switzerland, June 18-21, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Case Studies; College Instruction; *Doctoral Programs; *Educational Administration; Educational Innovation; Faculty Development; Graduate Study; Higher Education; Interdisciplinary Approach; *Leadership Training; *Student

Elementary Secondary Education; Exercise; Foreign Countries;
Higher Education; Lifetime Sports; *Recreational Activities
IDENTIFIERS- *England

This paper provides the outline of a session in dance at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance. The purpose of the session was to provide an opportunity to celebrate individual differences while learning new skills for lifelong leisure activity through an English dance form known as "Sequence Dancing." The paper describes the popularity of sequence dancing in England and lists the moves to five particular sequence dances: Lilac Waltz; "Q.E.II" Goes Latin; Cambridge-Oxford Stroll; Jive; and Manor House Shuffle. (JB)

ED 381 526

SP 035 904

Corbett, Doris R.
Sport Heroes in Congress.
PUB DATE- 1 Apr 95

NOTE- 24p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Portland, OR, March 28-April 1, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Athletes; *Athletics; Elementary Secondary Education; Higher Education; Individual Development; Profiles; *Public Service Occupations; Sport Psychology; *Sportsmanship
IDENTIFIERS- *Congress; *Heroes

This paper reports the findings of a study of the role of sports in the lives of U.S. Congressmen and focuses attention on six gifted athletes for whom sports provided preparation for government service. The word "hero" as used in this paper refers to former members of Congress who were admired for their athletic prowess and for their political careers and successes. They participated in sport at the elementary, secondary, and collegiate levels and at amateur, professional, and Olympic levels. The paper argues that the attributes of leadership and teamwork learned from sports can be carried over to successful careers in business, the professions, and public service. It is noted that no women are represented among the heroes because of the historical underrepresentation of women in Congress and the male domination of sports. A description of the research lists the 12 congressmen surveyed for the project and briefly describes the results of an additional survey of women senators and representatives that solicited information on their participation in competitive sports. Many of the women surveyed placed a high value on athletics and sports competition. The bulk of the paper is devoted to profiles of Gerald R. Ford, Jack French Kemp, Robert Bruce Mathias, Charles Thomas McMillen, Ralph H. Metcalfe, and Wilmer David "Vinegar Bend" Mizell. Appended are figures showing the educational value of sport as perceived by the sport heroes of Congress. (JB)

ED 381 527

SP 035 905

Sayre, Nancy E.
Focus on Preschool Aquatics: Child Care Regulations.
PUB DATE- 95

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

study showed participants conducting problem-oriented discussion of text combining personal response and critical reading. The meetings also subsumed different forms and functions of dialogue, from school-like talk to less formal talk among peers. Overall, the club offered difficult but fertile ground both for learning in the context of conversation and for research on that conversation. (Contains 36 references.) (JB)

ED 381 545

TM 022 820

School Profiles 1993-94. E & R Report No. 94.01.

PUB DATE- Apr 94

NOTE- 371p.

LANGUAGE- English

EDRS Price- MF01/PC15 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Administrators; Databases; Elementary Secondary Education; Parent Attitudes; Parents; *Profiles; Public Schools; *School Statistics; Standardized Tests; Statistical Data; *Student Characteristics; Surveys; *Teacher Characteristics; *Test Results

IDENTIFIERS- *Wake County Public School System NC

This document is a collection of profiles of Wake County (North Carolina) Public School System schools in the 1993-94 school year. Profiles have been created to help administrators as they present and analyze information about their schools. The four-page profile of each school contains information describing: (1) the school facility; (2) the student body; (3) the staff; (4) past student performance on standardized tests; and (5) parental responses to surveys conducted during the past 3 years. Some data for newer schools is not available for all the years summarized. Information is stored as microcomputer databases and will be updated annually. Profiles are organized alphabetically by school name in the four categories of elementary schools, middle schools, high schools, and special schools. (SLD)

ED 381 546

TM 022 821

Michaud, Bob

SAT Results for WCPSS 1994 Graduates. Testing Bulletin.

PUB DATE- 25 Aug 94

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Achievement Gains; College Bound Students; *College Entrance Examinations; Comparative Analysis; *Educational Trends; *High School Graduates; High Schools; National Norms; Public Schools; Scores; Standardized Tests; *State Norms; Statistical Data; *Test Results; Trend Analysis

IDENTIFIERS- *Scholastic Aptitude Test; *Wake County Public School System NC

After 3 years of dramatic gains, the average Scholastic Aptitude Test (SAT) scores for the Wake County (North Carolina) Public Schools stayed essentially level for 1994 graduates. The scores did reflect a one point drop in the average total score, which is not considered significant. The leveling off matches a similar trend for the entire state. Wake County's average SAT score places it above the state's average scores, and above

Allocation; *School Districts; School District Size; School District Wealth; Socioeconomic Status
IDENTIFIERS- *Weighting (Statistical)
Public school expenditure differentials are especially of interest as they relate to children in particular categories of historical concern, such as minority status, poverty, and other at-risk factors. This report addresses school finance policy through the analysis of school district revenue and expenditure data from the 1990 Survey of Local Government Finances--School Systems. The largest variations in average public education expenditures occur between regions. Fully adjusted expenditures per student are highest in the northeastern region and lowest in the West (\$5,293 versus \$3,632). Public education expenditures per student are higher in smaller districts, and greater expenditures per student are associated with higher community socioeconomic status. More money is actually spent in districts with the highest percentages of minority students (\$4,514 versus \$3,920). While student/teacher ratios vary substantially by district size and region, the distribution of public education resources is substantially closer to being equal than wealth measured by housing values, and somewhat less varied than wealth measured by household income. Thirty-two tables and 38 figures present survey data. Five appendixes contain 21 additional tables of supplemental information. (Contains 33 references.) (SLD)

ED 381 567

TM 022 927

College-Level Academic Skills Test, Technical Report, 1989-90.

PUB DATE- 90

NOTE- 53p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Accountability; Achievement Tests; Associate Degrees; *College Students; *Communication Skills; *Degree Requirements; Higher Education; Language Skills; *Mathematics Achievement; Public Colleges; Racial Differences; Reading Achievement; Scores; Scoring; Sex Differences; State Legislation; Test Construction; *Test Results
IDENTIFIERS- *College Level Academic Skills Test; *Florida

The College-Level Academic Skills Test (CLAST) is part of Florida's system of educational accountability that is mandated by state law. The CLAST is an achievement test measuring students' attainment of college-level communication and mathematics skills identified by faculties of community colleges and state universities. Since August 1, 1984 students in public institutions in Florida have been required to have CLAST scores that satisfy state standards for the award of an associate in arts degree and for admission to upper division status in a state university in Florida. In addition, students in private schools may need CLAST scores to receive state financial aid. The CLAST consists of essay, English language skills, reading, and mathematics tests. Test development is traced, and the test itself is described, along with scoring and development information. Summary data are presented for first-time takers in 1989-90. Passing rates are presented for groups of students classified by race/ethnicity and gender, as well as college status. Fourteen tables present test data for the 1989-90 school year. Six appendixes describe the test in greater detail and list College-Level Academic Skills Project (CLASP) and state-level task force members, 1989-90. (Contains 15 references.) (SLD)

This manual provides a detailed outline of the collaborative efforts between the New York City Public Schools, the city's Community School District 6, and community-based partners to develop a community school in the northern Manhattan neighborhood of Washington Heights. The community school would be an integral part of the community and contain all health and welfare services of a large social service agency under one roof of the public school. It describes the steps taken to reach program goals, some of the obstacles encountered, and the overall philosophy that inspired the effort. Chapters describe how to conduct an assessment of community needs and the matching of services to meet these needs, review the key ingredients within a community school philosophy, explain ways of overcoming conflicts with existing groups and institutions in the area, and explore how to locate adequate funding to support the program. The report concludes with suggestions on the first steps that need to be taken to start a community school. Contains a list of other resources and 13 items for suggested readings. (CM)

ED 381 588

UD 030 345

Carrera, John Willshire
Immigrant Students, Their Legal Right of Access to Public Schools. A Guide for Advocates and Educators. Revised.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 92

NOTE- 117p.; Revised edition of the 1989 report. For related document, see ED 342 868. Some pages in the Appendixes contain broken type.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Access to Education; Child Advocacy; Civil Rights; Court Litigation; Educational Discrimination; Educational Supply; Elementary Secondary Education; Enrollment; Equal Education; Free Education; *Immigrants; *Legal Problems; *Minority Group Children; Parent Role; *Public Schools; School Policy; *Student Rights

IDENTIFIERS- Supreme Court

This updated version of a 1989 document of the same title represents a guide to the immigrant student's legal right of access to public schools based on the 1982 United States Supreme Court ruling in "Plyler v. Doe." Following an introduction, the first of three sections, "School Practices," addresses everyday school practices by outlining prohibited and recommended practices concerning registration, documentation, verification, relations with the Immigration and Naturalization Service, staff training, the need for regulations and rumor control, along with recommended actions for state and local education agencies. The second section, "The Right of Access," addresses the Plyler ruling itself, and the legal reasoning behind it. The third section, "Parents and Advocates," addresses the role of parents and community members in ensuring that schools abide by and respect Plyler and other educational rights of immigrant students. This section contains supplements on foreign student status and relevant search and seizure legislation written to provide more in-depth legal information. In certain parts of the first two sections, statements of principles address the specific issues at hand, while a later format enables readers to choose the level of analysis they

answer lies in the provision of sufficient low-income and affordable housing. (Contains 203 references.) (SLD)

ED 381 609

UD 030 376

Somerton, Wilbur H.; And Others
The MESA Way: A Success Story of Nurturing Minorities for
Math/Science-Based Careers.

PUB DATE- 94

NOTE- 212p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For
Practitioners) - Non-Classroom Use (For Administrative and
Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
Classroom situations) (055)

DESCRIPTORS- Academic Achievement; *Career Guidance; Elementary
Secondary Education; *Engineering Education; Incentives;
*Mathematics Education; Mentors; *Minority Groups; Parent
Participation; Problem Solving; Program Descriptions; *Program
Effectiveness; *Science Careers; Student Motivation

IDENTIFIERS- *MESA Program CA

Significant steps have been taken by the Mathematics,
Engineering, Science Achievement (MESA) project since its
formation in 1970. The founders of MESA began a campaign, first
in high schools, and later in middle and elementary schools, to
convince educators, parents, and students of the importance of
raising standards for the minority children the program
targets, and indeed for all students. This book provides a
blueprint for the replication of MESA efforts through its
profiles of a few individuals (educators, business
professionals, and MESA staff) who have created the program. As
a how-to manual, this book includes problem-solving approaches
that can benefit education as a whole. Basic tenets of the MESA
approach include: (1) group study sessions; (2) academic
advising; (3) study assistance; (4) extra study bonuses; (5)
incentive awards; (6) parent participation; (7) field trips;
and (8) summer jobs. Twelve appendixes provide supplemental
information, including a table of statistics about MESA
graduates. (SLD)

ISU and for expanded and more sophisticated collaborative inquiry projects at the PBS sites. The paper includes summaries, in table format, of the projects undertaken from spring 1994 through spring 1995. Analysis of the program's progress suggests that: (1) collaborative inquiry appears to flourish more readily in elementary and middle schools than in high schools; (2) more support has been provided for PBS faculty than for ISU faculty; and (3) in general, collaborative inquiry projects became more sophisticated over time. Up to \$400 was available to support each collaborative inquiry project. The paper concludes with the call for proposals and the proposal screening criteria. (Contains 12 references. (IAH)

ED 381 490

SP 035 826

Cooke, Gary E.; And Others
Shared Visions for Educational Advancement: The UT-ADAPT ACADEMY for Early Childhood Teacher Preparation.

PUB DATE- 14 Feb 95

NOTE- 31p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (47th, Washington, DC, February 12-15, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Cooperative Programs; *Curriculum Development; *Early Childhood Education; Field Experience Programs; Higher Education; Inservice Teacher Education; Models; *Preservice Teacher Education; Professional Development; Student Teachings; *Teacher Education Programs

IDENTIFIERS- *Developmentally Appropriate Programs; *University of Toledo OH

The UT-ADAPT (University of Toledo-Associates for Developmentally Appropriate Practices in Teaching) Academy for Early Childhood Education and Teacher Preparation in Ohio consists of teachers, university faculty, agency service providers, health care professionals, administrators, parents, and community leaders who share goals for early childhood education. The primary objective of the Academy is the development, implementation, and maintenance of an exemplary preparation program for adults choosing careers in early childhood education. The Academy also supports professional development and collaborative activities of its members. Academy members are involved in recruitment and selection of candidates for teacher education, the curriculum of the preparation program, and field and clinical experiences. The Academy's approach is based on principles of Developmentally Appropriate Practices for young children. Advantages of the Academy approach include affirmation and support among collaborating professionals, best practice experience, and professional growth and development. This paper presents principles governing the establishment of the Academy, resources, grants awarded, evaluation of progress, conference presentations, and problems and obstacles. Appendices include an organization chart, a proposed Ohio teacher licensure chart, goals for the redesign of the teacher preparation program, a composite membership profile, a professional needs survey, a professional development activities survey, and sample focus group discussion questions. (JDB)

ED 381 491

SP 035 841

Hessner, Kyle Ann
Multiculturalism in the Professional Studies...Or Pardon Me I

Evaluation; Teaching Methods; Theory Practice Relationship;
Undergraduate Study

IDENTIFIERS- *Case Method (Teaching Technique); Comprehensive
Examinations; *Eastern Michigan University

The educational administration faculty at Eastern Michigan University sought to expand the linkage between theory and practice in all aspects of the program and to bridge traditional course divisions. A department-wide case method initiative was introduced with the purpose of developing the case-method teaching skills of all department members and infusing case teaching in the design of all courses and in classroom instruction and assessment at all levels. The University's Faculty Center for Instructional Excellence presented workshops on case instruction, provided sample materials, and conducted individual faculty coaching sessions on the writing and teaching of cases. For the doctoral comprehensive examination, an interdisciplinary case study was developed, to assess the knowledge base and skill levels attained by students by confronting them with a complex, reality-based problem. Writing the doctoral case examinations served as a powerful opportunity for all faculty to collaborate on a significant teaching and grading innovation. Applying the case method to the doctoral comprehensive examination has had enormous impact on all aspects of the program including faculty knowledge, teaching repertoire, and attitude; student interest, motivation, and understanding; assessment of student learning; and course and program design at the doctoral, specialist, and master's level. (Contains 25 references.) (JDB)

ED J81 508

BP 035 880

Spor, Tara M.
Students for Education.

PUB DATE- 21 Nov 94

NOTE- 6p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (Orlando, FL, November 16-21, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- College Students; Department Heads; Elementary Secondary Education; *English Teacher Education; Higher Education; Organizational Effectiveness; Personal Narratives; *Preservice Teacher Education; *Student College Relationship; *Student Educational Objectives; *Student Organizations; Student Teaching

IDENTIFIERS- *Rutgers the State University Camden NJ; Students Activity Funds

This paper is the text of a speech given by the president of "Students for Education," a students' organization at Rutgers-The State University at Camden (New Jersey), describing her experiences organizing and leading the group. She describes the organization's first year when it was a grassroots organization with the goal of becoming an officially recognized student group. Activities that year included creating a student advisory board and meetings with members of the Department of Education over development of a new admissions policy. In the spring of 1993 Students for Education was recognized as an official student group and the speaker was elected president. She then focused in the next year on securing funds and an office on campus for Students for Education. When a detailed budget and schedule of planned events was submitted, the speaker reports that they received immediate approval for

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Aquatic Sports; Child Caregivers; *Day Care Centers; Preschool Education; *Preschool Teachers; Safety; *Safety Education; Safety Equipment; School Safety; Swimming Pools; *Water; Water Treatment

This paper proposes state regulations for the training of child care staff members in developmentally appropriate safe aquatic practices, outlines required features of any pools that children visit, and suggests safe practices for water-related activities at child care centers and swimming pools. The staff training regulation suggestions include requirements for on-duty lifeguards, for cardiopulmonary resuscitation (CPR) training for lifeguards and staff members, and for staff members to know first aid, water safety rules, how to swim, all pool regulations, and other provisions. Pools should be surrounded by a fence, have self-locking gates, have emergency telephone numbers and first aid kits available, have filtration systems, have annual inspection by the local Department of Health, be located away from play areas, have daily chemical checks, and have water temperature at least at 70 degrees. For water activities on site at child care centers, equipment should be cleaned daily and emptied and put away when not in use, staff should have CPR water safety training, and a staff-to-child ratio of one-to-two should be maintained. (JB)

ED 381 528

SP 035 906

Ballew, Jerry L.

HPERB Administrators' Perspectives Concerning Importance and Practice of Selected Marketing Methods.

PUB DATE- 1 Apr 95

NOTE- 27p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Portland, OR, March 28-April 1, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Administrator Attitudes; Administrators; *College Administrators; Dance Education; Health Education; Higher Education; *Marketing; National Surveys; *Physical Education; Recreational Programs

This paper reports on the critical role that marketing can have on the health, physical education, recreation, and dance professions (HPERB) and on a national survey of college administrators in the field and their attitudes and practices at the college level. The first half of the paper briefly traces the growing impact of marketing on service sector entities and clarifies misconceptions and misunderstandings about marketing that hinder its acceptance and implementation at institutions of higher education. This section covers marketing history and the HPERB professions, principles of marketing, and marketing methods. The research report describes a survey of 887 administrators (43 percent responded with usable surveys) and their personal perspective on the importance and current levels of practice of 15 marketing methods. From the results the paper concludes that the perceived importance of marketing methods is not reflected in equivalent practice as respondents rated 13 of the 15 marketing methods important and yet reported their practice of these as infrequent. In addition administrators at HPERB units in higher

many states nationwide. When only states for which SAT scores are available for at least 40% of graduating seniors are considered, Wake County scores above Oregon, which is in first place. Ten tables and three figures illustrate test results and comparative information for the rest of the state. (SLB)

ED 381 547

TM 022 828

Monitoring Education-for-All Goals: Focussing on Learning Achievement. Progress Report on the Project's First Five Countries: China, Jordan, Mali, Mauritius, Morocco.

PUB DATE- Mar 94

NOTE- 70p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Basic Skills; Daily Living Skills; Decision Making; Educational Assessment; Educational Planning; Educational Research; Elementary Secondary Education; Foreign Countries; International Education; International Studies; Literacy; National Programs; Numeracy; Pilot Projects; Program Development

IDENTIFIERS- Basic Education; China; Jordan; Mali; Mauritius; Monitoring; Morocco; UNESCO; UNICEF

The joint UNESCO-UNICEF Monitoring Education-for-All Goals Project was launched in September 1992. The first phase of the project was implemented in five pilot countries (China, Jordan, Mali, Mauritius, and Morocco) with the express aim of providing national decision makers with practical tools for monitoring basic education in their countries and building national capacities. Each pilot country has developed a simple, workable, and sustainable methodology for monitoring basic education with a focus on learning achievement in terms of literacy, numeracy, life skills, and other factors that influence achievement. Each country has established a national task force, identified representative samples of schools and students, and conducted pilot tests of survey instruments and data analysis. Each country has begun writing a national report. The second year of the project will add eight countries, which will draw on the experiences of the pioneer five to develop their own monitoring systems. Eight tables present study findings, and seven tables in two appendices present supplemental detail. (Contains 22 references.) (SLB)

ED 381 548

TM 022 829

The North Carolina 1994 Scholastic Aptitude Test Report.

PUB DATE- Aug 94

NOTE- 73p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110); Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Achievement Gains; College Bound Students; College Entrance Examinations; Educational Trends; High Schools; High School Students; School Statistics; Scores; State Norms; State Programs; Statistical Data; Tables (Data); Testing Programs; Test Results; Trend Analysis

IDENTIFIERS- North Carolina; Scholastic Aptitude Test

The 1994 report is the fifth annual report of North Carolina Scholastic Aptitude Test (SAT) results since special state reporting began in 1990. Information is available for the nation, the state, and the 119 school systems and 2 special schools in North Carolina. It is the third year that all SAT-

College-Level Academic Skills Test, Technical Report, 1991-92.

PUB DATE- 92

NOTE- 47p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Accountability; Achievement Tests; Associate Degrees; *College Students; *Communication Skills; *Degree Requirements; Higher Education; Language Skills; *Mathematics Achievement; Public Colleges; Racial Differences; Reading Achievement; Scores; Scoring; Sex Differences; State Legislation; Test Construction; *Test Results

IDENTIFIERS- *College Level Academic Skills Test; *Florida

The College-Level Academic Skills Test (CLAST) is part of Florida's system of educational accountability that is mandated by state law. The CLAST is an achievement test measuring students' attainment of college-level communication and mathematics skills identified by faculties of community colleges and state universities. Since August 1, 1984 students in public institutions in Florida have been required to have CLAST scores that satisfy state standards for the award of an associate in arts degree and for admission to upper division status in a state university in Florida. In addition, students in private schools may need CLAST scores to receive state financial aid. The CLAST consists of essay, English language skills, reading, and mathematics tests. Test development is traced, and the test itself is described, along with scoring and administration information. Summary data are presented for first-time takers in 1991-92 classified by race/ethnicity and gender, as well as college status. Fifty-six percent of students passed the CLAST in June 1992. Fourteen tables present test data for the 1991-92 school year. Six appendices describe the test in greater detail and list College-Level Academic Skills Project (CLASP) and state-level task force members, 1991-92. (Contains 15 references.) (SLD)

ED 381 569

TM 022 929

College-Level Academic Skills Test, Technical Report, 1992-93.

PUB DATE- 93

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Accountability; Achievement Tests; Associate Degrees; *College Students; *Communication Skills; *Degree Requirements; Higher Education; Language Skills; *Mathematics Achievement; Public Colleges; Racial Differences; Reading Achievement; Scores; Scoring; Sex Differences; State Legislation; Test Construction; *Test Results

IDENTIFIERS- *College Level Academic Skills Test; *Florida

The College-Level Academic Skills Test (CLAST) is part of Florida's system of educational accountability. Mandated by state law, the CLAST is an achievement test measuring students' college-level communication and mathematics skills identified by faculties of community colleges and state universities. Since August 1, 1984 students in public institutions in Florida have been required to have CLAST scores that satisfy state standards for the award of an associate in arts degree and for admission to upper division status in a state university in Florida. In addition, students in private schools may need CLAST scores to receive state financial aid. The CLAST consists

wish to pursue. A table of cases, endnotes, list of contacts, an appendix of sample materials, and a 20-item bibliography are included. (CM)

ED 381 589

UD 030 346

Looking for America, Volume 1. Promising School-Based Practices in Intergroup Relations.

SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- Apr 94

NOTE- 161p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Conflict Resolution; Cultural Pluralism; Curriculum Development; Educational Strategies; Elementary Schools; Elementary Secondary Education; Ethnic Groups; High Schools; *Immigrants; *Intergroup Relations; Middle Schools; *Minority Groups; Parent Participation; Parent School Relationship; Profiles; Program Descriptions; *Public Schools; School Role; Student School Relationship; Surveys
IDENTIFIERS- *Diversity (Student)

This report presents results from a National Coalition of Advocates for Students' (NCAS) study (Looking for America) of intergroup relations between immigrant and U.S. born students in public schools and the organization's collaboration with selected schools to improve those relationships. The report reveals school practices designed to improve intergroup relations, presents evidence of strategic planning and deliberate interventions that foster improvements in intergroup relationships between students through on-site implementation in seven schools across the country, and documents the knowledge gleaned from the intervention sites. Profiles of 16 school programs are described, and the characteristics of what is required for these types of programs to work are listed. The profiles reveal the extent of the student diversity within these schools as well as the diversity of the actions taken to meld the groups into a harmonious whole. Their experience reveals that respect for one another can be taught and that steps can be taken to broaden students' understanding that the world is wider than political and cultural boundaries allow. Appendixes contain the research methodology and criteria for including a particular school in the research, a list of resources, and information on the NCAS. (Contains 19 references.) (CM)

ED 381 590

UD 030 347

Delivering on the Promise: Positive Practices for Immigrant Students.

SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.

PUB DATE- Jun 94

NOTE- 198p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Cultural Pluralism; Curriculum Development; *Educational Planning; Educational Strategies; Elementary Schools; Elementary Secondary Education; Ethnic Groups; High Schools; *Immigrants; *Instructional Innovation; Middle Schools; Minority Groups; Parent Participation; Parent School

Believe Your Values May Be Showing.

PUB DATE- 93

NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Anglo Americans; *Course Content; Cultural Pluralism; Early Childhood Education; *Education Course(s); Higher Education; Integrated Activities; Mexican Americans; *Multicultural Education; *Preservice Teacher Education; Student Experience; *Teacher Education Curriculum; Values

IDENTIFIERS- National Council for Accreditation of Teacher Educ; *Preservice Teachers

This study examined how preservice teachers in a large southwestern university experience multiculturalism which has been infused across the professional studies curriculum. The university is accredited by the National Council for the Accreditation of Teacher Education (NCATE) which requires that accredited institutions address the issue of cultural diversity in the professional studies courses. Five students (four Anglo and one Mexican-American) who were in the Early Childhood block program were interviewed and observed; textbooks, syllabi, and class notes were examined. Classes observed included Language Arts, Classroom Organization and Management, Principles and Applications of Effective Instruction, and Computer Applications. Findings indicated that students were hearing issues and concerns rather than specific content or skills such as how to modify curriculum or teaching styles. Information was fragmented and was not being included in assessments or evaluations. Generally, language issues were addressed, with some minor references to ethnicity and cultural effects. There appeared to be a relationship between students' specific coursework in multicultural education and the ability to notice or "hear" multiculturalism in other courses. The paper concludes that there is a lack of parallelism between the ideal and formal levels of multiculturalism and the experiential level of curriculum as it relates to multiculturalism in the professional studies courses. (Contains 13 references.) (JDB)

ED 381 492

SP 035 848

Tomlinson, Louise M., Ed.

The Imperative Educational Network: Parents, Teachers, and Concerned Individuals. Volume 1. Proceedings of the Imperative Educational Network Conference (Athens, Georgia, 1990).

SPONS. AGENCY- Georgia Univ., Athens. Coll. of Education.

PUB DATE- 90

NOTE- 95p.; For other volumes, see SP 035 849-851.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Academic Achievement; Counseling; Elementary Secondary Education; Minority Groups; Networks; Parent Influence; Parent Participation; Parent Role; *Parent School Relationship; *Parent Student Relationship; *Parent Teacher Cooperation; Social Support Groups; Student Development; Textbook Bias; Tutorial Programs

IDENTIFIERS- Georgia

This conference was designed to provide a forum for the exchange of ideas relevant to how parents, teachers, and other concerned individuals can contribute to the strengthening of the

funding. An account of an official meeting of the new chairperson of the Education Department with the group describes the announcement that all education students might not be guaranteed student teaching placements and that a fee might be instituted for student teaching assignments. The paper closes with a description of follow-up activities of the speaker and her group to address these concerns. (JB)

ED 381 509

SP 035 881

Weiler, Robert M.
Using Published Teaching Techniques To Develop Lesson Plans.
PUB DATE- 8 Oct 94

NOTE- 6p.; Paper presented at the National Conference of the American School Health Association (68th, Houston, TX, October 8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150); Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Guidelines; *Health Education; Higher Education; Inservice Teacher Education; *Instructional Design; *Lesson Plans; *Methods Courses; Preservice Teacher Education; Teaching Methods

This paper provides guidelines on how to develop complete lesson plans using information from selected published articles and a standard lesson plan outline. The technique is designed as a culminating project for a methods and materials health education course or a teacher inservice activity. Students select a journal article that describes an innovative process-specific or content-specific teaching strategy. They then develop a complete lesson plan using an outline adapted from K. Middleton's "Anatomy of a lesson." Enough information is provided to enable a substitute teacher to implement the lesson with minimal preparation. Students can demonstrate the selected lesson for evaluation and provide copies of their strategy to classmates. Students report that they enjoy reviewing strategies and being exposed to the creative ideas of other health educators, and they feel that they acquire additional insights about planning, organizing, and directing lessons. Assignment guidelines and a copy of the lesson plan outline are appended. (JDB)

ED 381 510

SP 035 882

Weiler, Robert M.
The Role of School Health Instruction in Preventing Injury:
Making It Work.

PUB DATE- 21 May 93

NOTE- 7p.; Paper presented at the World Conference on Injury Control (2nd, Atlanta, GA, May 21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Accident Prevention; Accidents; *Course Content; *Educational Needs; Elementary Secondary Education; *Health Education; *Injuries; Instructional Development; *Prevention; Safety; *Safety Education

Reducing the incidence and severity of child and adolescent injuries requires a multifaceted approach involving broad-based health and social service agencies, including schools.

education are consistent in their ratings of the importance and practice of the selected marketing methods despite regional and institution-type differences. Appendixes contains the survey instrument, and a figure depicting the ratings of importance and level of current practice of 15 selected marketing methods. Contains 33 references. (JD)

ED 381 529

SP 035 908

Owens, Martha; Rockett, Susan.
Every Child a Winner with Inclusion.

PUB DATE- 95

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Academic Achievement; *Curriculum Development;
*Disabilities; Elementary Education; Elementary School
Students; *Inclusive Schools; *Individualized Education
Programs; Mainstreaming; *Movement Education; Program
Descriptions; Regular and Special Education Relationship; Self
Esteem; Teacher Effectiveness

IDENTIFIERS- *Every Child a Winner

This paper describes the "Every Child a Winner" curriculum that provides inclusion for special needs children in elementary classrooms. Key elements of the curriculum for all ability levels are: improved fitness and motor skills, and enhanced academics and self-esteem for every child. Early program development is described as growing out of movement concepts that were later delineated into objectives and sequential movement experiences for children in daily lessons. The rationale for using movement concepts was that these were thought to better serve the needs of all students as well as those with special needs. Strategies are enumerated: the content decision; the appropriate teaching facility; the selection of equipment and apparatus; and the teaching method, class organization, and discipline techniques. In summary the paper describes the curriculum as centered on space awareness, body awareness, qualities of movement, and relationships. The paper also reports that field tests have found some strategies to be particularly effective: movement concepts for content; facility changes to allow students more flexibility; equipment selection to allow a variety of shapes, sizes, weights, and adaptability; indirect teaching methods; class organization to permit student decisions about grouping; and positive discipline which facilitates student responsibility for their own behavior. A program specification sheet is appended. (JD)

ED 381 530

SP 035 918

Abdal-Haqq, Ismat

ERIC as a Resource for the Teacher Researcher. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- Mar 95

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071)

DESCRIPTORS- Action Research; Bibliographic Databases; *Computer
Uses in Education; *Educational Research; *Educational
Resources; Elementary Secondary Education; Higher Education;

takers previously had the opportunity to take the PSAT at state expense. It is also the first year that the state supported student participation in advanced placement courses in every school system. While the participation rate on the SAT remained the same as in the previous year, North Carolina students made a one-point gain in 1994 from the previous year. Since 1989, North Carolina is the only SAT state (at least 40% of graduating seniors taking the SAT) to have 5 consecutive years of improvement. In fact, in 10 of the last 11 years, the state's total SAT scores have increased from the previous year's score. In the last 5 years North Carolina increased its average SAT score by 24 points. Test result information is presented in 19 tables and 23 figures. (SLB)

ED 381 549

TM 022 832

Glaser, Robert; Silver, Edward
Assessment, Testing, and Instruction: Retrospect and Prospect.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- Jun 94

NOTE- 40p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches,
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Assessment; Educational Change;
Educational History; Educational Improvement; Educational
Practices; Educational Testing; Elementary Secondary Education;
*Instructional Effectiveness; *Selection; Standardized Tests;
*Student Placement; *Teaching Methods; Test Construction; *Test
Use; Track System (Education)

IDENTIFIERS- Reform Efforts

Some of the deficiencies and abuses associated with past testing practices are reviewed, and some of the present and future possibilities for educational assessment are explored. At this time, assessment and testing in American schools are caught between the rhetoric of reform and the intransigence of long-established practices. Use of measurement of intellectual abilities for educational purposes has followed two lines of historical development: testing for selection and placement and assessment of educational outcomes. Mounting evidence of the negative consequences resulting from use of selection testing for differential placement in academic tracks calls for questioning the wisdom of such test use in schools. Assessment of school achievement has become increasingly institutionalized and separated from instruction. Ways to ensure that testing and teaching interact to work for the improvement of instruction are the focus of much current interest. New forms of assessment responsive to the needs of instruction are the goals of future test development. (Contains 94 references.) (SLB)

ED 381 550

TM 022 834

Noble, Audrey J.; Smith, Mary Lee
Measurement-Driven Reform: Research on Policy, Practice,
Repercussion.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- Aug 94

NOTE- 32p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches,

of essay, English language skills, reading, and mathematics tests. Test development is traced, and the test itself is described, along with scoring and administration information. Summary data are presented for first-time takers in 1992-93 classified by race/ethnicity and gender, as well as college status. Fifty-six percent of students passed the CLAST in June 1993. Fourteen tables present test data for the 1992-93 school year. Six appendices describe the test in greater detail and list College-Level Academic Skills Project (CLASP) and state-level task force members, 1992-93. (Contains 15 references.) (SLB)

ED 381 570

TM 022 930

College-Level Academic Skills Test, Technical Report, 1993-94.
PUB DATE- 94

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Accountability; Achievement Tests; Associate Degrees; *College Students; *Communication Skills; *Degree Requirements; Higher Education; Language Skills; *Mathematics Achievement; Public Colleges; Racial Differences; Reading Achievement; Scores; Scoring; Sex Differences; State Legislation; Test Construction; *Test Results
IDENTIFIERS- *College Level Academic Skills Test; *Florida

The College-Level Academic Skills Test (CLAST), mandated by state law, is part of Florida's system of educational accountability. The CLAST is an achievement test measuring students' college-level communication and mathematics skills as identified by faculties of community colleges and state universities. Since August 1, 1984 students in public institutions in Florida have been required to have CLAST scores that satisfy state standards for the award of an associate in arts degree and for admission to upper division status in a state university in Florida. In addition, students in private schools may need CLAST scores to receive state financial aid. The CLAST consists of essay, English language skills, reading, and mathematics tests. Test development is traced, and the test itself is described, along with scoring and administration information. Summary data are presented for first-time takers in 1993-94 classified by race/ethnicity and gender, as well as college status. Fifty-three percent of students passed the CLAST in June 1994. Fourteen tables present test data for the 1993-94 school year. Six appendices describe the test in greater detail and list College-Level Academic Skills Project (CLASP) and state-level task force members, 1993-94. (Contains 15 references.) (SLB)

ED 381 571

TM 022 931

Student Achievement of College-Level Communication and Mathematics Skills in Florida: 1989-90.

PUB DATE- Dec 90

NOTE- 69p.; Prepared by the Standing Committee on Student Achievement of the Articulation Coordinating Committee.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Accountability; Achievement Tests; Associate Degrees; *College Students; *Communication Skills; *Degree Requirements; Educational Trends; Essay Tests; Higher Education; Language Skills; *Mathematics Achievement; Public Colleges; Racial Differences; Reading Achievement;

Relationships; *Partnerships in Education; Profiles; Program Descriptions; *Public Schools; *Remedial Programs; School Role; Student School Relationships; Teacher Education
IDENTIFIERS- *Diversity (Student)

This report highlights selected schools and their collaborative efforts in pulling educators, families, and communities together to support a particular school's success and the well-being of its immigrant students. The report documents promising practices, but also places these efforts in broader contexts, both practical and theoretical. These practices illustrate how immigrant student issues are inseparable from broader and deeper issues of innovation and reform in public school education. Specific areas that these programs address are the following: creative approaches to classroom learning; helping students to take charge of their own learning; innovative actions that make schools more inclusive; efforts that link learning with strong home, school, and community ties; and new ways of educating educators and conducting professional development that respond to the need for educating for a diverse world. The final section examines two primary themes found in these practices: starting with the learner and using schools as strategic sites for collaboration and change. Appendixes contain research methodology, a glossary of terms, information on the National Coalition of Advocates for Students, a list of educational entitlements for all children, and a list of selected readings by subject area. (CM)

ED 381 591

UD 030 348

Goldenberg, Claude; Sullivan, Jessie
Making Change Happen in a Language Minority School: A Search for Coherence. Educational Practice Report: 13.
SPONS. AGENCY- California State Dept. of Education, Sacramento.; Office of Educational Research and Improvement (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.

PUB DATE- 94

NOTE- 38p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; *College School Cooperation; Educational Environment; Educational Improvement; *Educationally Disadvantaged; Educational Objectives; *Educational Planning; Elementary Education; Elementary Schools; Ethnic Groups; Hispanic Americans; *Instructional Improvement; Leadership; *Limited English Speaking; Minority Groups; Program Evaluation; School Administration; Teacher Expectations of Students; Urban Schools

IDENTIFIERS- California; Hispanic American Students; Language Minorities; Latinos

This paper reports on a project aimed at improving academic achievement at a predominantly Latino elementary school in the metropolitan Los Angeles area. Project activities were guided by a school change model that helped provide a coherent, sustained focus over a period of several years. The model suggests four elements that can be used to produce changes in teaching and learning: goals that are set and shared; indicators that measure success; assistance by capable others; and leadership that supports and pressures. Administration and faculty at the school, aided by University of California, Los Angeles researchers, made substantial improvements in teacher expectations, teaching, school climate, and student achievement. (Contains 105 references.) (CM)

educational support system, and to generate practical information on strategies to improve achievement levels of youth. The first article, titled "Conference Program Prospectus" by Louise M. Tomlinson, offers a rationale for the conference, describes the conference structure, and notes its intended outcome as a program model that can be replicated throughout Georgia. The proceedings document then provides: (1) a keynote address by Reginald Wilson titled "The Educational Achievement of Our Youth: The Challenge"; (2) concurrent presentations, including "Counseling: Bridging the Gap between Teachers and Parents" (Dwight Davis) and "Reading and the Minority Child in Today's School System" (Dolores J. Bantzler-Wolfe); (3) two luncheon addresses: "The Imperative Educational Network" (Claire C. Swann) and "The Athens Tutorial Program Story" (Barbara Thurmond Archibald); (4) three task force reports: "Effective Tutorial Assistance," "Networking Community Support Groups," and "Strengthening the Parent Forum"; and (5) a closing session "Reaction to the Task Force Reports" by Asa G. Willard. (JDB)

Recognition of the need for injury prevention education began with the Industrial Revolution in the 1900s, and safety education was developed as a unit of health instruction in the schools of the 1920s and 1930s. With the growing popularity of the automobile, concerns about traffic safety, pedestrian safety, and alcohol use and the automobile, brought about expansion of health education programs. Injury prevention and safety today are considered a content area of comprehensive school health instruction. Instruction should include attitudes toward safety, causes of accidents, home and school safety, traffic safety, fire prevention, survival education, environmental hazards, accident prevention, emergency health care, safety personnel, resources and agencies, individual safety precautions, recreational safety, occupational safety, safety rules, and laws and regulations. The content should be age-appropriate and should reflect the health problems of the nation, state, and local communities. State mandates concerning injury prevention instruction are noted, a list of barriers to effective injury prevention instruction is presented, and recommendations for program development are offered. (J00)

ED 381 511

SP 035 883

Evans, Shirley King
Nutrition Education Materials and Audiovisuals for Grades
Preschool through 6. Special Reference Briefs.

PUB DATE- Jul 94

NOTE- 67p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Audiovisual Aids; Curriculum; Dietetics; Elementary Education; *Foods Instruction; Health Education; *Instructional Materials; Nutrition; *Nutrition Instruction; Preschool Education

This resource guide lists nutrition education materials, audiovisuals, and other materials for elementary school classroom use. Topics covered include general nutrition, food preparation, food science, and dietary management. Teaching materials listed include books, brochures, food models, games, kits, videocassettes, audiocassettes, activity sheets, posters, and lesson plans. Items are listed within the following categories: curriculums (34 items), learning activities (40 items), storybooks (19 items), audiovisuals (51 items), resources written for children (9 items), and resources for adults (75 items). For each item listed, information includes title, author, type of material, length (pages or minutes), publisher or producer, National Agricultural Library call number, and summary of content. A few of the items are available in languages other than English. Items are available on loan from the National Agricultural Library; guidelines for requesting materials are provided. (J00)

*Research Tools; Teacher Education; Teachers; Telecommunications
IDENTIFIERS- *ERIC; ERIC Digests; Teacher Development; *Teacher
Researchers

This digest outlines salient characteristics of teacher-led research and its benefits to teachers and students. A discussion of selected resources for teacher researchers, which are available through various components of the Educational Resources Information Center (ERIC), follows the overview. Effective teacher research is an empowering professional development activity that can assist teachers in several ways: (1) it empowers teachers, giving them greater confidence in their ability to individually and collectively promote change; (2) it develops and improves intellectual and technical skills; and (3) it expands career opportunities. Because teacher research is typically driven by a teacher's desire to improve his or her practice, and because it is focused on a specific problem, students generally reap immediate benefits from the teacher's findings. ERIC can assist teacher researchers to plan, implement, and disseminate their research. Specific ERIC resources that may be particularly useful include the ERIC database, the AskERIC Virtual Library and other Internet-based resources, ERIC publications, and subject-specific ERIC clearinghouses. Examples of information from some of these specific resources found within the ERIC system are given, and contact information for identified resources is included. (Contains 16 references.) (IAH)

Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Assessment; Educational Change; Educational Policy; Elementary Secondary Education; Ideology; Measurement Techniques; *Policy Formation; Political Influences; *State Programs; *Test Construction; *Testing Programs; Test Use

IDENTIFIERS- *Arizona Student Assessment Program; *Measurement Driven Instruction; Performance Based Evaluation; Reform Efforts

The Arizona Student Assessment Program (ASAP) epitomizes the principle on which measurement-driven reform is based, "You get what you assess." This policy study examines the ideologies and intentions of groups instrumental in the creation and implementation of a performance-based assessment reform. The study was conducted by interviewing members of the Arizona educational policy-shaping community and by examining documents and artifacts related to testing. It reveals both the ambiguities characteristic of the policy-making process and the dysfunctional side effects that evolve from the policy's disparities. Arizona's plan to reform its schools is still held captive by conflicting political forces and ideologies. ASAP appeals to many because of its ambiguity, but this same characteristic may undermine its capacity to bring about substantial change in educational practice. (Contains 30 references.) (Author/SLD)

Scores; Scoring; Sex Differences; Standards; State Legislation;
Test Construction; *Test Results
IDENTIFIERS- *College Level Academic Skills Test; *Florida
The College-Level Academic Skills Test (CLAST) is an examination
of achievement in communication skills and mathematics that is
mandated by state law for college students in community
colleges and state universities in Florida as a requirement for
an Associate's degree or for entry into upper-level courses.
Higher CLAST standards went into effect in August 1989. Results
presented in this report describe the first year of transition
based on higher standards. Data from previous years suggested
that many college students were not prepared for the higher
standards, with the essay and mathematics portions of the
examination the weakest areas. In 1989-90 students performed
best in Reading and English Language Skills, followed by essay
and mathematics subtests. Overall passing rates of community
college examinees at 52% and private college examinees (also
52%) were below that of public university students at 76%.
Racial and ethnic differences are also examined, and
recommendations are made to enhance student performance on the
revised CLAST. Ten figures and 17 tables present test data.
Three appendixes list standing committee members and summarize
CLAST performance. (BLD)

Stauffer, Paula, Ed.

Youth in Low-Income Urban Environments: We Have Better Things To
Do Than Drugs, Alcohol, Tobacco, and Other Drugs Resource Guide.

PUB DATE- Feb 93

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Adolescents; *Alcohol Abuse; *Drug Abuse;

Economically Disadvantaged; *Low Income Groups; *Prevention;

Printed Materials; *Resource Centers; *Resource Materials;

Substance Abuse; Urban Areas; Urban Youth

This guide provides resource information on organizations and programs in the area of alcohol and drug abuse prevention aimed at low-income youth in urban settings. The guide is divided into the following two resource sections: Prevention Materials for Youth in Low-Income Urban Environments and Studies, Articles, and Reports on Youth in Low-Income Urban Environments. Each listing in the first section provides the program title for the material, the organization involved, year of implementation, material format, topic of concern, target audience and setting, the readability level of the materials, where to get the material, and a brief description of the materials. Each listing in the second section provides the names and abstracts of government publications and journal articles and sources of these materials. The guide concludes with an alphabetical list of groups, organizations, and programs on youth in low-income, urban environments. (CM)

ED 381 593

UD 030 353

Manning, M. Lee; Baruth, Leroy G.

Students at Risk.

PUB DATE- 95

NOTE- 384p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Research/Technical (163)

DESCRIPTORS- Adolescents; Case Studies; Children; *Disadvantaged

Youth; *Educational Assessment; Elementary Secondary Education;

*High Risk Students; *Identification; Interventions;

Nontraditional Education; Parent Participation; Program

Effectiveness; Social Problems; Teacher Education; *Teaching

Methods

Intended for teacher educators, educators working daily with at-risk students, and human services specialists, this book operates from the premises that: (1) at-risk children and adolescents deserve the attention of professionals; (2) at-risk conditions and behaviors can be identified and their effects assessed; (3) effective programs and interventions can address at-risk conditions and behaviors; and (4) at-risk children and adolescents need objective identification and assessment. Part 1 introduces the problems of at-risk learners and methods for identifying and assessing their problems. Part 2 takes a more detailed look at school and societal conditions, and personal at-risk characteristics and provides examples of successful programs addressing them. Part 3, "The School's Response," examines classroom procedures, alternative learning environments, parent and family involvement, and exemplary programs aimed at school and societal conditions. The book has suggested activities, case studies, and other features designed

Simmons, Thomas L.

Politeness Theory in Computer Mediated Communication: Face Threatening Acts in a "Faceless" Medium.

JB DATE- Aug 94

NOTE- 49p.; Master's Thesis, Aston University, Birmingham, England.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Dissertations/Theses - Master Theses (042)

DESCRIPTORS- *Behavior Patterns; *Computer Mediated Communication; Electronic Mail; Foreign Countries; *Interpersonal Communication; *Language Patterns; Language Research; Language Styles; Linguistic Theory; *Telecommunications

IDENTIFIERS- *Politeness

A study of distinctive characteristics of the style in which people communicate in computer-mediated communication (CMC), focusing on use of politeness conventions, is reported. Aspects of the concept of "face" and politeness in social interaction are first reviewed, and threats to speaker's and hearer's face are outlined. The relationship of politeness strategies, face-threatening acts (FTAs), and intentions is then examined. Previous research on politeness and discourse and on communication dynamics in electronic media are reviewed. The study itself is then detailed. Data were drawn from CMC on a bulletin board system (BBS) discussion, carried on over 10 weeks, on the topic of censorship on the BBS. Analysis of the communications was based on theory of politeness, with specific regard to FTAs. Results indicate that FTAs were a frequent feature of this topic, and that the social roles apparent to interlocutors in the outside environment were significantly altered in CMC. Discussion of the findings focuses largely on the role of the environment or the overall BBS community in the frequency of FTAs. It is also argued that examination of CMC can shed light on patterns in various communication factors, such as turn-taking and prosody. Contains 58 references. (MSE)

Kitao, Kenji

Teaching English through Newspapers.

PUB DATE- 10 Mar 95

NOTE- 30p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Journal Articles (080)

DESCRIPTORS- Class Activities; Classroom Techniques; *English (Second Language); Foreign Countries; Headlines; Higher Education; Instructional Materials; Journalism; Layout (Publications); *Newspapers; *Reading Strategies; Second Language Instruction

IDENTIFIERS- Authentic Materials

Instructional techniques used for college-level English-as-a-Second-Language instruction using newspapers are described. The techniques begin with a class discussion of how reading newspapers can be useful to students of English, introduction of the English newspapers available locally (in this case, in Japan), and advice on getting started reading newspapers.

Policy for Heritage Language Instruction = Politique sur
l'enseignement des langues ancestrales.

PUB DATE- 93

NOTE- 28p.

LANGUAGE- English; French

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Agency Role; Bilingual Education; Community Involvement; Credit Courses; Curriculum Design; Educational Objectives; *Educational Policy; Elementary Secondary Education; Financial Support; Foreign Countries; *Heritage Education; *Language Maintenance; *Language of Instruction; Minority Groups; Program Implementation; Public Agencies; *Public Policy; School Districts; State Standards

IDENTIFIERS- Canada; *Heritage Language; *Manitoba

Policy established by the Manitoba (Canada) provincial government to inform the development and implementation of heritage language programs is outlined. Introductory sections provide background on the history of heritage language instruction, foreign language instruction, and language of instruction in Manitoba public schools. A brief discussion of heritage languages outlines the goals of their instruction and describes three program design options: basic heritage language course; bilingual heritage language programs; and enhanced heritage language courses. Requirements for implementation of each program type are also enumerated, and the responsibilities of the provincial education department, school districts, and ethnocultural communities are specified. Funding is addressed briefly, and policy concerning student eligibility for special credits based on heritage language study is outlined. Text is presented in both English and French. (MSE)

Wei, Jennifer M.
Representing Chineseness in New York City's Chinatown.

PUB DATE- Mar 94

NOTE- 7p.; Paper presented at the Annual Meeting of the Sociolinguistics Symposium (10th, Lancaster, England, United Kingdom, March 23-25, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Cantonese; *Chinese; Contrastive Linguistics; Cultural Context; Cultural Differences; Diachronic Linguistics; Ethnography; *Ideography; Ideology; Immigrants; *Mandarin Chinese; Political Attitudes; Resistance to Change; Romanization; Social Change; *Sociocultural Patterns; Sociolinguistics; Standard Spoken Usage; *Written Language
IDENTIFIERS- National Identity; *New York (New York Chinatown); Simplification (Language)

This paper explores the range of arguments and sentiments regarding the promotion and/or abolition of types of Chinese scripts. The written representations of Cantonese in Hong Kong,

ED 381 046

HE 028 167

Groff, Warren H.
New Habits of Mind and Heart: University, Communiversity, &
Globalversity.

PUB DATE- 94

NOTE- 83p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)

DESCRIPTORS- Access to Education; Economic Factors; Educational
Quality; Educational Technology; *Educational Trends;
Elementary Secondary Education; Foreign Countries; *Futures (of
Society); *Higher Education; Information Networks; Information
Technology; Labor Force Development; Land Grant Universities;
Long Range Planning; Prediction; Relevance (Education); Science
and Society; Social Change; Strategic Planning; *Technological
Advancement; Telecommunications; Trend Analysis; *Universities;
World Affairs

IDENTIFIERS- Pacific Rim; Pennsylvania State University

This paper examines at how the rapid advance of technology is
transforming education and educational institutions,
particularly universities and higher education. The paper
contends that the ultimate purpose of education is human
resources development and that contemporary communication and
information technologies hold the potential for re-engineering
traditional education and for creating new information-era
learning communities. The paper discusses: (1) the development
of Pennsylvania State University as a land grant university and
its recent work in futures planning for institutional change in
response to new technological and global developments; (2) the
global context of technological development and the world
economy; (3) human resources development and strategic planning
for human resources development, focusing on economic and
technological variables and on analysis of organizational
change; (4) American education and its need for equity and
quality, particularly in the elementary and secondary school
levels; (5) a proposed role for land grant "communiversities"
as a means to meet society's educational needs; and (6)
collaborative educational developments in various parts of the
Pacific Rim as an example of an emerging "globalversity." The
paper concludes with a call for restructuring systems and human
resources development infrastructure to produce knowledge
workers for the new information era. (Contains 121 references.)
(JB)

ED 381 047

HE 028 169

Questions and Answers on Gift Substantiation and Quid Pro Quo
Disclosure Statement Requirements for Private Schools.

PUB DATE- 94

NOTE- 43p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055); Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Compliance (Legal); *Disclosure; Donors; Elementary
Secondary Education; Federal Legislation; *Federal Regulation;
*Fund Raising; Higher Education; Private Colleges; *Private
Financial Support; Records (Forms); *Taxes

Adams, Howard G.
Focusing on the Campus Milieu: A Guide for Enhancing the Graduate School Climate.

PUB DATE- 93

NOTE- 35p.; For a related document, see HE 028 189.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Role; Checklists; Cultural Pluralism; Diversity (Institutional); *Educational Environment; *Educational Strategies; Engineering; *Graduate Students; Graduate Study; Higher Education; *Mentors; *Minority Groups; Sciences; Student Experience; Teacher Student Relationship

This guide addresses programming strategies for enhancing the campus climate or environmental support for graduate students in engineering and the sciences, with emphasis on aspects relevant to minority students. It contains an analysis of the graduate school experience, i.e., as it relates to success in graduate programs, with emphasis on minority students. It also includes programmatic ideas for enhancing the campus climate to better serve the needs of a diverse graduate student population. Analysis focuses on: (1) diversity factors within the campus environment; (2) barriers to success for minority graduate students; (3) methods of conducting a campus environmental audit; (4) the role of faculty in the lives of graduate students; and (5) recommendations for enhancing the campus climate. Special emphasis is placed on mentoring as a way to reduce the marginality of beginning graduate students and enhance their progress in graduate programs. Three appendixes contain an environmental audit, a departmental environmental audit checklist for faculty and students, and a graduate student opinion survey. (Contains 15 references.) (MDM)

Adams, Howard G.
Creating a Campus Climate That Supports Academic Excellence.

PUB DATE- 24 Sep 94

NOTE- 7p.; For a related document, see HE 028 188.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Academic Achievement; Administrator Role; *College Students; Cultural Pluralism; Diversity (Institutional); *Educational Environment; *Educational Strategies; Engineering; Females; Higher Education; *Mentors; *Minority Groups; Sciences; Student Development; Student Experience; Teacher Student Relationship

This paper discusses the campus climate as a critical element in the academic development of college students, with emphasis on minority and women students pursuing engineering and other technical degrees. Reforming the campus climate to make it more receptive to minority and women students requires: (1) a clear mandate from top administrators to build a supportive and enabling campus environment; (2) an understanding of the

**A Report to the Leaders of America's Colleges and Universities:
Meeting the Challenge of Student Financial Aid.**

PUB DATE- 95

NOTE- 32p.; For the reference guide, see HE 028 225.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Access to Education; *College Administration;
*College Role; *Educational Change; Educational Finance; Equal
Education; Federal Aid; Federal Legislation; Federal
Regulation; Higher Education; Institutional Mission; Legal
Responsibility; *Policy Formation; Risk; Standards; State
Regulation; *Student Financial Aid

IDENTIFIERS- Diversity (Student); Higher Education Act Amendments
1992

This report presents the findings of an investigation into the major issues and possible responses to recent changes in college student financial aid. An executive summary reports that student financial aid is of urgent concern to institutions, policymakers and the nation and that a long term dialogue on the role, impact, and importance of financial aid is called for. An opening section describes the changes that have taken place during the past 25 years, some that are cumulative, others that were triggered by the Higher Education Act Reauthorization of 1992. Part 1 describes serious challenges that arise from these changes: (1) challenges to equity, access, and diversity; (2) implications for institutions' financial health; and (3) the risks and liabilities for institutions that participate in federal aid programs. Part 2 suggests strategies for effective leadership including a strong recommendation that presidents, trustees, and others: first, ensure that institutional financial aid policies and practices are in keeping with the overall institutional mission and policies and are not in violation of federal or state strictures; second, ensure that the integrity and quality of the financial aid program is a top priority through the application of the highest quality standards and sound policies and procedures; and, third, become effective advocates for student financial aid inside and outside the institution. (JB)

Reference Guide. Meeting the Challenge of Student Financial Aid.

PUB DATE- 95

NOTE- 38p.; For a related report, see HE 028 224.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Access to Education; Bibliographies; Budgets;
College Administration; College Choice; Community Colleges;
Consumer Protection; Economic Factors; Educational Change;
Enrollment; Ethics; Federal Regulation; Fund Raising; Global
Approach; Higher Education; Institutional Mission; Leadership;
Loan Default; Merit Scholarships; Need Analysis (Student
Financial Aid); Paying for College; Private Colleges; Public
Colleges; Public Policy; State Regulation; Strategic Planning;
*Student Financial Aid; Student Loan Programs

IDENTIFIERS- Antitrust Laws; Program Review

This is a resource list designed to alert administrators of student financial aid services at institutions of higher

Ottinger, Cecilia A.
The Higher Education Enterprise.

PUB DATE- 91

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Numerical/Quantitative Data (110)

DESCRIPTORS- *Economic Impact; Employers; Employment Patterns; *Higher Education; Intellectual Development; *Labor Force Development; Professional Education; *Role of Education; Tables (Data); *Trend Analysis

Higher education not only contributes to the development of the human resources and intellectual betterment of the nation but is also a major economic enterprise. This research brief reviews and highlights data on the size and growth of higher education and illustrates how higher education institutions are preparing the future labor force. It examines higher education as a major employer; its training of professional talent in terms of associate degrees, certificates and awards, bachelor's degrees, first professional degrees, and doctoral degrees; the return on investment in college in terms of earnings and unemployment; the role of higher education in retooling the workforce; and higher education as a producer of technological and scientific knowledge. Findings include: (1) from 1980 to 1990, overall enrollment in higher education increased 15 percent, with higher increases for enrollment of students age 25 and older; (2) college graduates experience a competitive advantage in the labor market, with higher earnings and less unemployment; (3) higher education employed 2.5 million people in 1989; and (4) the number of doctoral degrees awarded has been increasing annually, but most of the gains have been due to increases in non-U.S. citizens receiving doctorates. The research brief explores implications of these trends. Contains 3 data resources and 12 references. (JDD)

O'Brien, Eileen M.
Master's Degree Students and Recipients: A Profile.

PUB DATE- 92

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Numerical/Quantitative Data (110)

DESCRIPTORS- Economic Impact; Employment; Ethnic Groups; Full Time Students; *Graduate Students; Graduate Study; Higher Education; *Masters Degrees; Masters Programs; Part Time Students; Private Colleges; Public Colleges; *Student Characteristics; Student Financial Aid; Tables (Data); *Trend Analysis

This research brief summarizes data available on master's degree students and recipients, including data on characteristics of master's degree students; financial support for master's students; growth in number of master's degrees awarded; number of master's degrees earned by gender and by race/ethnicity; the most popular fields, by gender, race/ethnicity, and citizenship; and economic value of a master's degree. The data indicate that, in 1989-90, more than half of master's degree students were women, most were white, more than half were age

ED 381 125

IR 016 953

Miller, Boulton B.

Knowledge Development: Raising Education and Training to a New Level.

PUB DATE- 31 Dec 94

NOTE- 145p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Communications; *Computer Networks; Computer Software; Elementary Secondary Education; *Government (Administrative Body); Higher Education; *Information Industry; Information Management; Information Networks; *Information Science Education; *Information Technology; Telecommunications

IDENTIFIERS- *Knowledge Development; National Information Infrastructure

The knowledge development concept (KDC) described in this report is designed to prepare the public to take full advantage of the National Information Infrastructure. Implementation of KDC will redirect the efforts of the education industry from stressing information technology as tools and skills to the use of information technology for educating individuals in knowledge development. The first four chapters discuss various aspects of the information industry. Chapter 2 describes government information resources, on-line resources, CD-ROMs, Project Gutenberg, the selection of a Chief Information Officer, and information industry highlights. Chapter 3 addresses aspects of the communications industry such as deregulation, common carriers, telephones, satellites, networks, the information superhighway, and other services. The computer industry is the topic of Chapter 4, including the United States' leadership in the industry, the industry's highlights, computer communications overlap, and the entertainment industry. Chapter 5 covers various issues related to the education industry, including information technology; students; education in communications, computing, and information management; software development; and K-12 responsibility. Information technology efforts now underway form a foundation upon which to build the knowledge society described in Chapter 6. Finally, a new Department of Knowledge Development is only one of the several recommendations offered in Chapter 7. (Contains 339 references.) (MAS)

ED 381 126

IR 016 961

Winn, William D.

Advantages of a Theory-Based Curriculum in Instructional Technology.

PUB DATE- 8 Feb 95

NOTE- 18p.; Paper presented at the Annual Convention of the Association for Educational Communication and Technology (Anaheim, CA, February 8, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Role; *Curriculum Design; *Educational Technology; Epistemology; Graduate Study; Higher Education; Teaching Methods; *Theories; *Theory Practice Relationship; *Universities

IDENTIFIERS- *Instructional Theory

ED 381 143

IR 017 065

Schwier, Richard A.; Misanchuk, Earl R.
The Art and Science of Color in Multimedia Screen Design, Part 1:
Art, Opinion, and Tradition.

PUB DATE- 95

NOTE- 14p.; Paper presented at the Annual Conference of the
Association for Educational Communications and Technology
(Anaheim, CA, February 8-12, 1995). For part 2, see IR 017 066.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials
(070), Reports - Evaluative/Feasibility (142), Speeches,
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Color Planning; Computer Graphics; *Guidelines;
Information Processing; Instructional Design; *Literature
Reviews; Multimedia Materials; *Screen Design (Computers);
Strategic Planning; *Use Studies; *Visual Perception

IDENTIFIERS- Color Coding

This article discusses psychophysical aspects of color perception and critically examines the advice on color use in screen design found in non-empirical literature. There are four main characteristics of color: hue, brightness, saturation, and contrast. In multimedia screen design, color can be used to link logically-related data; differentiate between required and optional data; highlight student errors; separate screen areas such as prompts, commands, or input/output fields; emphasize key points; and communicate overall structure. The following guidelines are identified and then categorized in terms of consistency, color choice, and coding and cueing with color; use color conservatively; limit the palette per screen; design for monochrome displays, and then add color; increase color with user experience; use colors selectively to manipulate attention; color material is generally processed faster than the same material in black-and-white; use color in formatting and graphic displays; electronically generated colors take on different properties in relation to each other; wavelength affects color differentiation; and changes in brightness may cause changes in hue for all colors except blue, green, and yellow. Aesthetically pleasing screens can employ scientifically derived principles of instructional design. One way to approach the convergence of science and opinion is through the four critical aspects of connoisseurship: (1) ability to make fine discriminations; (2) development of a hierarchical system of concepts for making judgements; (3) development of principles to describe the structure of relationships among concepts; and (4) development of strategies to focus on salient aspects of the item being judged. (Contains 66 references.) (AEF)

ED 381 144

IR 017 066

Misanchuk, Earl R.; Schwier, Richard A.
The Art and Science of Color in Multimedia Screen Design, Part
II: Science, Myth, and Legend.

PUB DATE- 95

NOTE- 18p.; Paper presented at the Annual Conference of the
Association for Educational Communications and Technology
(Anaheim, CA, February 8-12, 1995). For part 1, see IR 017 065.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials
(070), Reports - Evaluative/Feasibility (142), Speeches,

ED 381 162

IR 055 446

Nitecki, Joseph Z.

Philosophical Aspects of Library Information Science in
Retrospect. Preliminary Edition.

PUB DATE- 95

NOTE- 1,247p.; For a related work on metalibrarianship, see ED
363 346.

LANGUAGE- English

EDRS Price- MF09/PC50 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Abstracts; *Criticism; Essays; Higher Education;

*Information Science; Librarians; *Library Science; Literature
Reviews; *Philosophy

IDENTIFIERS- *Library Literature; Philosophical Research

This study is a sequel to "Metalibrarianship." The previous work formulated a specific model for the philosophical interpretation of librarianship, and the present essay provides a wide-ranging reference to different views on the philosophy of librarianship. The review of philosophical viewpoints about library information science (LIS) is provided in two parts: samples of contributions to the intellectual foundations of library and information science are analyzed in part I, and then they are abstracted in part II. Selection of entries is based on their relevance to the theme of this study, and by the appearance of the works in "Library Literature" under the heading "Librarianship--Philosophical Aspects." Some entries are exceptionally long because their authors either: (1) are not well known to the general readership in philosophy of librarianship; (2) developed their own philosophical viewpoints; or (3) participated in a long dialogue about the philosophical subject. Only a few of the essays analyzed offer developed philosophical models of librarianship, since at present the philosophy of librarianship has many missing pieces. Most essays provide insights to only some aspects of LIS or restate this insight in a nonphilosophical mode. This compilation is by no means complete, and is offered as a preliminary draft to the students of librarianship to build on, by expanding past and present contributions, adding syntheses of new ideas into the nature of recorded data, information or knowledge, and by elucidating new roles of the profession. Three appendices constitute part III: philosophers cited in the compendium (part II), references to selected names cited in the compendium, and a 103-page bibliography. (MAS)

ED 381 163

IR 055 456

Information Literacy Guidelines.

PUB DATE- Sep 94

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)

DESCRIPTORS- Guidelines; *Information Literacy; Information
Seeking; *Information Skills; Information Technology;
*Librarians; Librarian Teacher Cooperation; *Media Specialists;
School Libraries; Users (Information)

Information literacy guidelines provide all students with a
process for learning that is transferable among content areas
and from the academic environment to real life. The

ED 381 182

JC 950 039

Hale, Carol
Grants Management Handbook.

PUB DATE- Jun 94

NOTE- 90p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Administrator Responsibility; Check Lists; Community Colleges; Contracts; *Educational Finance; Financial Support; Grants; *Grantsmanship; Guidelines; *Program Administration; *Program Proposals; Proposal Writing; Two Year Colleges

IDENTIFIERS- Maricopa County Community College District AZ
Based on the business practices of the Maricopa County Community College District (MCCCD), in Arizona, this handbook provides an overview of activities involved in starting up a new or continuing grant. The handbook begins with the negotiation process but focuses primarily on events after the grant is funded. Following a brief overview of the grant process, the following sections are provided: (1) negotiating with government funding agencies, including handling the initial call and several negotiating strategies; (2) the negotiator's responsibilities as a grants administrator, including a list of the files that must be maintained and a general account of the administrator's responsibilities; (3) key contacts for administrators at the college, district, state, and federal levels; (4) preparing for managing the grant, discussing the proposal, budgets, regulations, and notice of award; (5) managing supplies, equipment, and travel and hiring personnel; (6) hiring, reassigning, and supervising personnel; (7) managing the grant's funding; (8) time and records management; (9) preparing and revising the operational budget; (10) writing grant reports; (11) closing out the grant; (12) avoiding common errors; and (13) preparing for an audit. Appendixes cover MCCCD Governing Board grants policy, board action items and acceptance forms, responsibilities of the District Director of Grants Development and Management, a grant writer's checklist, proposal planning and writing, tips for developing successful proposals, matching funds for grants, helpful MCCCD phone numbers, grant terminology, and monthly grant time records. (MAB)

ED 381 183

JC 950 040

Harper-Marinick, Maria, Ed.; And Others
Improving Learning through Technology. Ocotillo Report '94.

PUB DATE- 94

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Advisory Committees; *College Planning; Community Colleges; Computer Networks; *Computer Uses in Education; *Educational Improvement; *Educational Technology; *Faculty Development; Nontraditional Students; Programmed Instruction; Programming; Student Needs; Two Year Colleges

IDENTIFIERS- Maricopa County Community College District AZ;

Ortego, Sheila; Richards, Beverly
Contract Training and Computer-Assisted Instruction at Santa Fe
Community College.

PUB DATE- Feb 95

NOTE- 21p.; Paper presented at "Workforce 2000," the Annual
Conference on Workforce Training of the League for Innovation
in the Community College (3rd, San Diego, CA, February 8-11,
1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- Community Colleges; *Computer Science;
*Individualized Instruction; *Industrial Training; *Labor
Education; Program Descriptions; *School Business Relationship;
Two Year Colleges

IDENTIFIERS- *Contract Training; Santa Fe Community College NM

In summer 1993, Santa Fe Community College, New Mexico, created
the External Programs Division (EPD) under its credit
instruction program to serve the needs of non-traditional
students. The EPD encompasses contract training, the Flex Lab,
distance education, the Autodesk Training Center, an
Alternative Fuels program, and the corrections training program
for prison inmates. The Flex Lab offers 29 courses in various
disciplines, focusing primarily on computer operations.
Students have the option to enroll late into the semester, work
at their own pace, and work at the assignments at times and on
days convenient for them. In January 1994, the Flex Lab had 99
students at the beginning of the semester, and had doubled its
enrollment by the time classes closed on March 31. In spring
1995, 453 students enrolled. The contract training program has
a heavy audience from state government and local business.
Merging contract training with the Flex Lab provides an
effective, affordable solution to business training needs.
Advantages to merging these two programs include the following:
(1) flexible scheduling eliminates the need for many employees
to be out of the office at one time; (2) the self-paced,
mastery learning courses accommodate students who can master
course objectives very quickly and others who may progress more
slowly, returning all students to the workplace with the needed
skills; and (3) lack of competition and the ability for
students to move at their own pace creates a better learning
situation. The college is discussing a format whereby companies
could pay a flat fee and then enroll a certain number of
students over time, allowing employees to pursue different
topics of interest at the reduced rates of the contract
courses. A list of current Flex Lab courses is appended. (KP)

Bartlett, Carolyn; Abell, Patricia
Understanding the Transfer Student--Or Are We?

PUB DATE- Feb 95

NOTE- 17p.; Paper presented at the Annual National Transfer and
Articulation Symposium (1st, Tucson, AZ, February 24-25, 1995)
and at the Annual Meeting of the American Association of
Collegiate Registrars and Admissions Officers (81st, April
1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

ED 381 216

JC 950 213

Cohen, Carol

Improving the Freshman College Classroom through Building a Purposeful Community of Altruistic and Motivated Learners.

PUB DATE- 95

NOTE- 90p.; Ed.D. Practicum, Nova Southeastern University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Classroom Environment; Classroom Research; *Classroom Techniques; *College Freshmen; Community Colleges; *Cooperative Learning; Group Dynamics; Leadership Training; Learning Strategies; Teacher Student Relationship; Teaching Methods; Teamwork; Two Year Colleges

A project was undertaken to create a community of caring, interdependent, intrinsically motivated learners among 21 freshmen students in a community college preservice teacher preparation seminar. Interviews with students at the beginning of the seminar had revealed that most viewed the classroom as individualistic, competitive, and threatening and that all students disagreed with the top-down hierarchical structure. Methods used to create the learning community included allowing students autonomy regarding covering the student syllabus; setting a schedule for student-instructor contacts outside of class for informal discussions, tutoring, and feedback; forming a student advisory committee to create a strong peer culture that perceived teaching as a shared enterprise; and developing collegiality and social skills through cooperative learning groups. To gauge student responses and the level of community formed, students were asked to keep journals and structured, open question interviews were conducted with all 21 students in the 12th session. Analysis of journals in the 6th and 12th sessions indicated that 6 out of 7 students recognized the transformation of the seminar into a community of learners. Similarly, journal entries and interviews revealed that all students felt empowered by the two-way communication system between themselves and the college through the advisory committee and instructor. A self-evaluation instrument, the syllabus, a reflection rubric, and a social skills checklist are appended. (KP)

ED 381 217

JC 950 214

South Seattle Community College Instructional Resources Library User Study.

PUB DATE- Mar 93

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Colleges; Library Collections; *Library Services; *Library Skills; Library Surveys; *Participant Satisfaction; *Student Attitudes; *Student Behavior; *Student Characteristics; Two Year Colleges; Use Studies

IDENTIFIERS- *South Seattle Community College WA

To gather data on library use by students at South Seattle Community College (SSCC), questionnaires were distributed to individuals in the library and, through instructors, to students in classrooms. Responses were received from 549 members of the campus community, 62% of whom were vocational

ED 381 234

PS 022 967

Hoon, Seng Seok; Charles, Belinda
Adolescent Thinking: the Ability To Imagine Possibilities.

PUB DATE- Dec 94

NOTE- 26p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Ability; *Adolescent Development;
*Adolescents; Age Differences; *Cognitive Development;
Cognitive Processes; Cross Sectional Studies; Developmental
Stages; Foreign Countries; *Formal Operations; Piagetian
Theory; Predictor Variables; Secondary Education; Sex
Differences; Socioeconomic Background

IDENTIFIERS- Concrete Operations; *Singapore

A common concern raised by teachers from secondary schools and junior colleges in Singapore is the apparent inability or reluctance of adolescents to think critically and originally. Adolescent thought processes are probably shaped by the change in intellectual pace and quality between the primary and secondary school curriculum. This study of adolescent thinking considers the last two Piagetian states of cognitive development and the transition from concrete operations to formal operations, focussing on the adolescents' ability to make judgements and the extent to which adolescent judgement is guided by possibilities other than those given. A sample of 800 adolescents from 13 to 16 years of age was drawn from 6 schools. Subjects were asked to respond to the Test of Judgmental Ability, an anecdotal measure. The cross-sectional study revealed developmental differences in performances between adolescent males and females in favor of males, particularly at higher levels of judgement. Various analyses showed that age is the dominant factor accounting for differences in judgmental level, with academic achievement and home environment as contributing factors. Results suggest a transition period between the two forms of thinking. (WP)

ED 381 235

PS 022 968

Wolff, Laurence; And Others.

Improving the Quality of Primary Education in Latin America and the Caribbean: Toward the 21st Century. World Bank Discussion Papers No. 257.

PUB DATE- 94

NOTE- 166p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Access to Education; Classroom Techniques; Cross Cultural Studies; Cultural Differences; Early Childhood Education; *Educational Improvement; *Educational Quality; *Elementary Education; Foreign Countries; Government Role; *National Norms; Poverty; Regional Characteristics; Socioeconomic Influences; Teacher Effectiveness; Textbooks

IDENTIFIERS- *Caribbean; *Latin America

This report reviews selected issues and progress to date in Latin America and the Caribbean (LAC) in improving primary education quality and provides suggestions and recommendations for the future. The report examines: (1) learning, school completion, and grade repetition in LAC; (2) the relationships between primary school inputs and outputs in LAC; (3) early childhood

ED 381 255

PS 023 113

Newsline. Spring and Fall 1993.

PUB DATE- 93

NOTE- 33p.; In 1993 only 2 issues were published.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *Aging (Individuals); Child Welfare; Clearinghouses; *Community Programs; *Conferences; *Day Care; Early Childhood Education; Government Role; Grants; *Intergenerational Programs; Mixed Age Grouping; National Organizations; Older Adults; Program Descriptions; Social Action; State Government; Workshops; Youth

IDENTIFIERS- *Community Service; National Service

These newsletters contain various articles on programs, activities, and events related to intergenerational issues. Articles focus on: (1) the 1993 Generations United (GU) fourth national conference; (2) a grant from the Commission on National and Community Service received by GU; (3) 41 workshops held at the 1993 GU national conference, the majority of which focused on grandparenting and child care issues; (4) an interview with Fernando Torres-Gil, Assistant Secretary for Aging at the Department of Health and Human Services; (5) 11 recently funded Retired Senior Volunteer Programs (RSVPs); (6) the National and Community Service Trust Act of 1993; (7) state coordinating agencies for intergenerational volunteer programs; (8) Intergenerational Week; (9) intergenerational programs in Florida, Wisconsin, and Ohio. A calendar of upcoming events and a list of GU member organizations are included. (MDM)

ED 381 256

PS 023 115

Reifel, Stuart, Ed.

Advances in Early Education and Day Care: Topics in Early Literacy, Teacher Preparation, and International Perspectives on Early Care. Volume 6.

PUB DATE- 94

NOTE- 288p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010); Collected Works - General (020); Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Child Caregivers; *Child Rearing; Comparative Analysis; Cross Cultural Studies; *Day Care; Discipline; Early Childhood Education; Foreign Countries; Infants; Leadership Training; *Literacy; *Teacher Education; Toddlers

IDENTIFIERS- Australia; *Caregiver Training; *Emergent Literacy; Israel; Japan; Russia

This volume looks at three different broad topics that are of continuing interest for early education and care. The first part of the volume furthers the view of children's acquisition of literacy and how that acquisition takes place. The second part addresses preparation of professionals in early childhood education. The third part provides perspectives on child care practices in four different countries. Articles in this volume are: (1) "Literacy Play Interventions: A Review of Empirical Research" (James F. Christie); (2) "Framing Child Texts with Child Worlds: The Social Use of Oral and Written Narratives in an Urban K/1 Classroom; (Anne Haas Dyson); (3) "What Parents Tell Us about Children's Emerging Literacy" (Nancy Roser and others); (4) "The Preparation of Teachers of Young Children" (Olivia N. Saracho and Bernard Spodek); (5) "Assessing the

ED 381 274

PS 023 194

Taylor, Joanne Labish

Improving the Quality of Family Child Care through the Implementation of a Mentoring and Self-Instructional Training Program for Family Child Care Providers.

PUB DATE- 95

NOTE- 103p.; Master's Practicum Report, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Certification; *Child Caregivers; *Family Day Care;

*Independent Study; Mentors; Practicums; *Training Methods

IDENTIFIERS- *Caregiver Training; CDA Credential; National Association for Family Day Care

Training is often difficult to acquire for family day care providers because most training initiatives are workshops or seminars, which require a specific time frame and which are frequently scattered and lack continuity. A practicum project developed and implemented one unit, or module, of a 13-module self-instructional training program using an existing curriculum for family child care providers. Each module takes an average of 4 to 6 weeks for the provider to complete, and has a self-assessment component to help identify strengths and weaknesses. There are activities in each module as well as readings and references. The training incorporated support by means of a master provider who served as a mentor and a cluster group to validate providers' participation. The goal at the end of the 10-week implementation was to increase the quality of care in the pilot group as measured by the Family Day Care Rating Scale before and after the implementation period. The pilot group consisted of four providers and one mentor. Responses of providers showed a high level of provider satisfaction with the training. The quality of care provided also increased as indicated by the pre- and post-project assessment. Results suggest that this program can prepare providers for National Association for Family Child Care (NAFCC) Accreditation, or for the Child Development Associate (CDA) credential, if instituted by a resource and referral agency or a providers' association. (Twelve appendices include mentor and provider application forms, provider and mentor program evaluation forms, and pre- and post-assessment scores. Contains 74 references and a 24-item bibliography.) (HTH)

ED 381 275

PS 023 196

Schunk, Dale H.

Social Origins of Self-Regulatory Competence: The Role of Observational Learning through Peer Modeling.

PUB DATE- Mar 95

NOTE- 27p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; Elementary Education; Elementary School Students; *Modeling (Psychology); Peer Influence; *Self Efficacy; Social Development

IDENTIFIERS- Cognitive Modeling; Mastery Model; *Self Regulation

ED 381 294

PS 023 317

Newman, Margaret

Stepfamily Realities: How To Overcome Difficulties and Have a Happy Family.

PUB DATE- 94

NOTE- 257p.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Books (010)

DESCRIPTORS- Birth Order; Childhood Attitudes; Divorce; *Family (Sociological Unit); Family Characteristics; Family Environment; *Family Life; Jealousy; Marital Instability; Marital Satisfaction; *Parent Child Relationship; Personal Space; Sexual Abuse; Sexuality; Siblings; *Stepfamily

Noting that the failure rate of second (and subsequent) marriages is higher than that for first-time marriages, this book addresses the major issues confronting members of stepfamilies. Drawing on case studies and experiences with a broad range of stepfamily situations, the book provides valuable insights and practical advice to help stepfamilies overcome inherent difficulties and blend successfully. The 19 chapters address the following topics: (1) an overview of stepfamily realities; (2) beginning to understand how stepfamilies work; (3) individual differences and the force of togetherness; (4) the force of separateness in stepfamilies and the search for self; (5) boundaries and personal space in stepfamilies; (6) individual habits, attitudes, values and rituals that come into stepfamilies; (7) emotions in stepfamilies; (8) spoken, unspoken, and hidden contracts; family rules; (9) jealousy in stepfamilies; (10) birth-order characteristics and sibling displacement; (11) discipline in stepfamilies; (12) balancing acts in stepfamilies; (13) the changed nature of relationships in stepfamilies; (14) the biological child in the stepfamily; (15) sexuality in stepfamilies; (16) money issues in stepfamilies; (17) assertive communication skills (parts 1 and 2); and (18) the reality that stepfamily life can match your dreams. A short resource list is included. (HTH)

ED 381 295

RC 020 016

Montgomery, Diane, Ed.

Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995).

PUB DATE- Mar 95

NOTE- 435p.; For selected individual papers, see RC 020 017-056.

LANGUAGE- English

EDRS Price- MF01/PC18 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- American Indian Education; Delivery Systems;

*Disabilities; Early Childhood Education; Educational Practices; Education Work Relationship; Elementary Secondary Education; Higher Education; *High Risk Students; *Inclusive Schools; Regular and Special Education Relationship; Rural Areas; *Rural Education; Rural Schools; *Special Education; *Teacher Education; Transitional Programs

This proceedings contains 58 papers on rural special education. Papers present the newest and most innovative promising

ED 381 311

RC 020 032

Demchak, MaryAnn; Cheney, Christine O.
Preparing Rural Educators of Students with Severe Disabilities:
Summer Institutes and Ongoing Support.

PUB DATE- Mar 95

NOTE- 7p.; In: Reaching to the Future: Boldly Facing Challenges
in Rural Communities. Conference Proceedings of the American
Council on Rural Special Education (ACRES) (Las Vegas, Nevada,
March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Elementary Secondary
Education; Higher Education; *Inservice Teacher Education;
*Institutes (Training Programs); *Rural Education; *Severe
Disabilities; *Special Education Teachers; Summer Programs
IDENTIFIERS- *Nevada; *Training Needs

Due to changes in certification and a shortage of special
education teachers, school districts in rural Nevada frequently
employ special education teachers who have not been trained to
teach students with severe or multiple disabilities or serious
emotional disturbances. A recent survey of 271 special
education teachers and administrators in northern Nevada
identified a wide range of training needs. To address these
needs, the University of Nevada, Reno, developed Project PRESS
(Preparing Educators of Students with Severe Disabilities), a 2-
week on-campus summer institute that is organized according to
eight quality indicators of educational programs for severely
disabled students, that offers rural educators two graduate
credits, and that provides follow-up services tailored to their
schools. In two summers, the institutes have been attended by
58 special education teachers, general education teachers, and
related service providers. Institutes focus on inclusion of
students with disabilities in general education classes,
involvement of families in decision making, integration of
specialized services into ongoing educational activities, and
promotion of meaningful participation in community settings. As
a key feature of the institutes, participants may request
follow-up services: either inservice training to an entire
staff or individualized on-site consultation to assist in
implementation of newly learned concepts. Participants have
requested 20 follow-up visits, impacting over 100 additional
school personnel and parents. Evaluations suggest that the
summer institutes influence participants' subsequent
performance, skills, and attitudes. (SV)

ED 381 312

RC 020 033

Gawne, Patricia A.; Brothers, Keith
Adaptive Inclusion with Special Needs Children: Inclusion That
Can Work for Rural Schools.

PUB DATE- Mar 95

NOTE- 9p.; In: Reaching to the Future: Boldly Facing Challenges
in Rural Communities. Conference Proceedings of the American
Council on Rural Special Education (ACRES) (Las Vegas, Nevada,
March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Case Studies; Downs Syndrome; Educational

ED 381 328

RC 020 049

Savelsbergh, Mary
Meeting Changing Rural Needs: Recruitment and Preparation of
Culturally Diverse Specialist Cadres in an Award Winning Rural
Internship Program.

PUB DATE- Mar 95

NOTE- 9p.; In: Reaching to the Future: Boldly Facing Challenges
in Rural Communities. Conference Proceedings of the American
Council on Rural Special Education (ACRES) (Las Vegas, Nevada,
March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Bilingual Education; College Programs; *College
School Cooperation; Elementary Secondary Education; Field
Experience Programs; Higher Education; *Internship Programs;
*Minority Group Teachers; *Rural Education; Rural Schools;
*Special Education Teachers; *Teacher Education; Teacher
Recruitment; Teacher Shortage

IDENTIFIERS- California (North); *California State University
Chico; Diversity (Student)

California State University (CSU) at Chico developed a teacher
credentialing program to provide culturally diverse, certified
special education teachers for 12 rural counties in northern
California. These counties are sparsely populated; include
remote areas with difficult access; and contain large Hmong,
Mao, American Indian, and Hispanic populations. The CSU-Chico
program focuses on recruitment, training, and placement of
trainees from underrepresented ethnic minorities as special
educators that can meet the needs of rural multiethnic
multilingual pupils with disabilities. Highlights of the
program include integration of knowledge and skill bases of
special education, bilingual education, and general education;
early field experiences and career exploration; group or cadre
affiliation; research-based instruction; student teaching under
the guidance of a professional role model; and mentoring during
teacher induction. Application requirements are rigorous, but
culturally diverse students are eligible for substantial
scholarships. After meeting special education prerequisites,
students begin a three-semester credentialing program. Each
semester consists of 16 credit hours of coursework plus field
experience at a practicum training site. Students may then be
hired as teacher interns within the 12 counties, have mentor
support, and have 5 years to complete a fourth semester of
coursework. Includes an outline of program requirements. (SV)

ED 381 329

RC 020 050

Deasy, Gia S.
Planning for Challenging Behaviors: A Method to the Madness.

PUB DATE- Mar 95

NOTE- 6p.; In: Reaching to the Future: Boldly Facing Challenges
in Rural Communities. Conference Proceedings of the American
Council on Rural Special Education (ACRES) (Las Vegas, Nevada,
March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)

ED 381 345

SE 056 001

Koenig, Herbert G.; Fairbanks, Eugene B.
Environment. Events, Assessment, Response. Student Textbook and
Teacher Supplement.

PUB DATE- 93

NOTE- 383p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Air Pollution; Cooperative Learning; Endangered
Species; Environmental Education; Evaluation Methods; *Global
Education; Global Warming; Hazardous Materials; High Schools;
Intermediate Grades; Junior High Schools; Learning Activities;
Middle Schools; *Natural Resources; Pollution; Student
Projects; Teaching Methods; Waste Disposal; Water Pollution

IDENTIFIERS- Environmental Health; Environmental Impact;
*Environmental Issues; Environmental Policy; *Environmental
Problems; Habitat Destruction; Ozone Depletion; Performance
Based Evaluation; Resource Depletion

This student textbook and accompanying teacher supplement strive
to provide objective instruction in global environmental
issues. Twenty-six study units present facts, opinions, and
consequences of environmental issues, as well as responses
which have been, and could be, made to the environmental
issues. Each unit is introduced by a newspaper headline and
contains: (1) discussion and background information on a
specific environmental issue; (2) open-ended questions intended
to encourage further study and understanding; (3) activities
that can be done in the classroom or home environment; and (4)
references to related careers, organizations, source citations,
suggested readings, and viewings. Appendices provide a listing
of Canadian, U.S. federal, U.S. state, and private sector
environmental organizations; an historical listing of
environmental laws; a glossary, and an index. A teacher
supplement provides: (1) teaching frameworks; (2) answers to
open-ended questions; (3) listings of both printed and audio-
visual supplementary materials; (4) background on performance-
based learning, portfolios, and cooperative project assessment;
(5) procedural recommendations for 11 project assessments; (6)
a two-stage approach to research report evaluation; (7) 12
projects and assessments; and (8) reproducible student
assessment masters that detail task, procedure, and evaluation
rubric. (LZ)

ED 381 346

SE 056 003

McDaniel, Rick, Comp.; Petrie, Jim, Comp.

A Two Way Approach to Understanding: Issues in Global Education.
Second Edition.

PUB DATE- 92

NOTE- 189p.; Joint effort of the International Department of the
Fredericton YM-YWCA and the New Brunswick Teachers' Association.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Books (010)

DESCRIPTORS- Economic Development; Environmental Education;
Foreign Countries; *Global Education; High Schools;
Intermediate Grades; International Education; Junior High

ED 381 367

SE 056 114

Williams, Doug

Teaching Mathematics through Children's Art.

PUB DATE- 95

NOTE- 116p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Art Activities; Art Education; Concept Formation; Elementary Education; Integrated Activities; *Mathematical Concepts; Mathematics Instruction; Process Education
IDENTIFIERS- *Mathematics Activities

Both good art teaching and good mathematics teaching are based on shared language, problem solving, and planned experiences with many materials to develop concepts and practice skills. This book provides a framework of activities by year level that integrate mathematics and art to enrich the elementary classroom. Each activity lists mathematics and art concepts and skills, equipment needed, and the steps for carrying out the activity. The art concepts used throughout the book are line, shape, color, pattern, and texture; the art skills are awareness, change, contrast, decoration, quality, and special effects. The mathematics concepts are collections or sets, relations, number, pattern, space, and time; the mathematics skills are sorting and classifying, counting, operations, measuring, symbolizing, and representing. (MKR)

ED 381 368

SE 056 115

Kleiman, Glenn; Zweig, Karen

Chance Encounters: Probability in Games and Simulations. Seeing and Thinking Mathematically in the Middle Grades.

SPONS. AGENCY- National Science Foundation, Arlington, VA.

PUB DATE- 95

NOTE- 235p.; For related documents, see SE 055 609 and SE 056 116.

LANGUAGE- English; Spanish

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Games; Intermediate Grades; Junior High Schools; *Mathematical Models; Mathematics Instruction; Mathematics Materials; Middle Schools; *Probability

IDENTIFIERS- Hands On Experience; *Mathematics Activities

With the Seeing and Thinking Mathematically materials, students learn mathematics by doing mathematics, by using and connecting mathematical ideas, and by actively constructing their own understandings. In this unit students learn to see probability through a mathematical lens by exploring and creating games and simulations and by applying the concept of probability to events from their own lives. In Section 1, "Introduction to Chance," students conduct probability experiments to analyze a variety of games played with coins and number cubes, explore the variability of results, and describe and rank the likelihood of real-world events. Other sections include: Section 2, "Spinner Games: Multiple Representations of Probability"; Section 3, "Fair and Unfair Games"; and Section 4, "Simulations: Using Probability to Model Real-World Events." In a final project, students design their own simulation of an activity of their choice. Appendices include writing

ED 381 389

SE 056 198

Asbestos in Schools: Evaluation of the Asbestos Hazard Emergency Response Act (AHERA): A Fact Sheet.

PUB DATE- Jul 91

NOTE- 10p.; For a complete evaluation of AHERA, see ED 340 093.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility

(142), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Asbestos; *Compliance (Legal); *Educational Facilities; Elementary Secondary Education; Environmental Education; *Inspection; *Program Evaluation

IDENTIFIERS- *Asbestos Hazard Emergency Response Act 1986

The U.S. Environmental Protection Agency recently completed an evaluation of the Asbestos Hazard Emergency Response Act (AHERA) regulatory program in schools. The purpose of the fact sheet is to inform schools of their initial AHERA successes, note areas for improvement, and provide additional guidance. Major findings pertaining to school building reinspection, management plans, response actions, original AHERA inspections, the notification process, and maintenance and custodial worker training and experience are outlined. The fact sheet provides "Know This!" sections that define terms which were identified by the Management Plan Evaluation as often misused. Information on materials which provide specific guidance to local education agencies on how to address possible deficiencies in the original inspection reports and management plans is included. (LZ)

ED 381 390

SE 056 200

Answers to the Most Frequently Asked Questions about Reinspections under the AHERA Asbestos-In-Schools Rule.

PUB DATE- May 91

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Asbestos; *Compliance (Legal); *Educational Facilities; Elementary Secondary Education; Environmental Education; *Inspection

IDENTIFIERS- *Asbestos Hazard Emergency Response Act 1986

This document was prepared in response to inquiries that have been received by the Environmental Protection Agency concerning the reinspection requirements and related provisions of the Asbestos Hazard Emergency Response Act (AHERA) regulations. The answers developed represent the Agency's responses to the 15 most frequently asked questions to this subject. Contact information for regional asbestos coordinators is provided. (LZ)

ED 381 391

SE 056 201

NASA's Strategic Plan for Education. A Strategy for Change: 1993-1998. First Edition.

PUB DATE- Dec 92

NOTE- 78p.

ED 381 411

SO 024 234

Hopkins, Richard L.

"Like Life Itself": Narrative and the Revitalization of Educational Practice.

PUB DATE- Apr 94

NOTE- 29p.; Paper presented at the Annual Meeting of the John Dewey Society (New Orleans, LA, April 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays

(120), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Educational Change; *Educational Improvement;

*Educational Philosophy; Educational Research; Educational

Theories; *Experiential Learning; Higher Education; *Narration;

Secondary Education; Story Telling; Teaching Methods

This paper describes the efforts to use contemporary ideas about narrative to rethink educational practice at the level of "root metaphor," (Stephen Pepper) and argue that "narrative schooling" might revitalize the actual processes of schooling. There is a concern that, especially at the secondary level, public schools are experience-averse in all essential qualities, in compulsory institutional status, in the way in which human and material resources are administered, in the manner in which classrooms are organized and managed and teaching is conducted, and in the entire elaborate system of student classification, assignment, and assessment. To correct these conditions, this paper proposes a theoretical formulation called reconstructive query, based on ideas drawn from John Dewey, the U.S. philosopher Justus Buchler, phenomenological thought, and the works of a number of other post-modernist thinkers. Reconstructive query is the theoretical latticework of an experiential alternative to mechanistic schooling. It sets forth the minimum conditions for a nonpsychologistic pedagogy whose purpose is to open up the world to the classroom and the classroom to the world. This process brings the learner's habits under stress, forcing adaptive revisions. The purpose of schooling in this conception is change and development, rather than the mastery of subjects as such. In such a system, the use of narrative connects theory and practice. The central organizing instrumentality for the program described is an emergent portfolio developed and maintained by the student in any available medium or media). Contains a 35-item bibliography. (DK)

ED 381 412

SO 024 236

Hickin, Nancy L.; Christenberry, Nola J.

Effective School-Based Substance Abuse Prevention Programs.

PUB DATE- Nov 93

NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 11, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Elementary Secondary Education; *Health Education;

*Prevention; Program Content; *Program Effectiveness; School

Based Management; Special Programs; *Substance Abuse

Substance abuse among school age youth continues to be a significant and costly problem in U.S. society. Schools are

ED 381 431

SO 024 689

Becker, Theodore L.
The Televote Experiments: How Students Help Citizens Develop
Informed and Deliberated Public Opinion.

PUB DATE- 94

NOTE- 48p.; Paper presented at the Annual Meeting of the American
Political Science Association. (New York, NY, September 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Communications; Computers; Higher Education;

*Information Technology; Opinions; *Political Attitudes;

*Public Opinion; Questionnaires; Research Utilization; *Social

Attitudes; Social Science Research; *Surveys; Technology;

*Telecommunications; *Voting

IDENTIFIERS- *Televote

This paper reviews the experiments done over the past 20 years with Televote, a generic term referring to voting by telecommunications (telephone, computers, etc.) As a method of public opinion polling, it is highly innovative and responsive to many of the criticisms often levied against public opinion research. The researcher describes work at the University of New Zealand and in Los Angeles. His personal research involved students conducting a content analysis of newspapers as to determine what the most important topics of concern were for a specified time period. The students and professors then interviewed via telephone for responses to survey questions. Approximately 380 Televoters were interviewed on any given topic. Of the 17 students who comprised the initial Televote staff, 15 replied to an anonymous questionnaire on the value of this interactive polling practice. Televote experiments demonstrate that public opinion polling in this manner delivers an informed, deliberate public opinion, and is a valuable experiential learning approach when used in the university setting. (EH)

ED 381 432

SO 024 699

Serratore, Ann, Ed.; Barney, William, Ed.
The Teaching of Ethics and Moral Reasoning in the Public Schools.
Report of the 1991-1992 Study Committee, Fall 1992. A Position
Paper.

PUB DATE- Jan 93

NOTE- 55p.; Paper presented at the Annual Meeting of the
Association for Supervision and Curriculum Development (49th,
Chicago, IL, March 19-22, 1994).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- Elementary School Curriculum; Elementary Secondary

Education; Ethical Instruction; *Ethics; *Moral Development;

Moral Issues; *Moral Values; Personality Development;

Philosophy; *Public Schools; Secondary School Curriculum;

Social Science Research; *Values

IDENTIFIERS- *Connecticut

This report describes a study about teaching ethics and moral reasoning in the K-12 public schools of Connecticut. Two hundred adults and students were questioned in a random survey representing a cross section of communities in the state. The

ED 381 453

SO 024 740

Equity in World History: Women in World History. A Training Module. Equity in Education. The Alaska Project.

PUB DATE- 90

NOTE- 70p.; For related document, see ED 380 382.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Civil Rights; Elementary Secondary Education; Equal Education; Inservice Teacher Education; Justice; *Sex Bias; *Sex Discrimination; Teaching Methods; *Womens Studies; *World History

IDENTIFIERS- Alaska

This world history equity module was developed as a teacher training resource for use by Alaska local school districts. The manual is divided to facilitate the development of district professional development activities as well as to provide specific examples for inclusion of women in the curriculum. Alaska has one of the strongest state sex discrimination laws in the United States. This manual is an attempt to aid school districts in meeting the requirement for sex equity training and increasing awareness of sex bias. A training workshop agenda would focus on the following: (1) Introductions; (2) Women's World, Men's World; (3) Thirty-nine Guests at The Dinner Table; (4) Sharing Ideas for Women's World History; and (5) Closure: Does it Matter That We Don't Teach Women's History? Biographies of 39 notable women and activities are included for this 3-hour workshop. (EH)

ED 381 454

SO 024 743

Fenwick, Tara; Parsons, Jim

Teaching Social Studies by Teaching Language Arts: Three Papers on Using Language Arts Skills in Social Studies Teaching.

PUB DATE- 94

NOTE- 48p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Content Area Writing; Elementary Secondary Education; Foreign Countries; *Interdisciplinary Approach; *Language Arts; *Social Studies; *Teaching Methods; *Writing Across the Curriculum; *Writing Skills; Writing Strategies

These three papers deal with ways to incorporate social studies into the language arts curriculum. The first paper, "What Social Studies Teachers Need To Know about Language Arts," provides suggestions on the writing process and how that process can be used in the social studies. Paper 2, "Applying Communications Activities to Learning Processes in Senior High Social Studies," describes the Diagnostic Learning and Communication Processes Program with practical activities and specific instructional suggestions for social studies teachers based on these principles. Paper 3 focuses on "Teaching Social Studies by Teaching Writing." A variety of activity ideas are presented that focus on the five communication processes of reading, writing, speaking, listening, and viewing. Three assignments incorporated into this paper include the learning

Specific reading strategies are outlined: frequent reading; reading brief articles; reading similar articles at first; reading without a dictionary; understanding the article as a whole; and comparing Japanese and English language versions. Students are told the kinds of information they will find in a newspaper, beyond news stories, and how the paper is organized. Idiosyncratic features of headlines, including deleted words, verb tense, punctuation, and abbreviation, are explained. Organization and grammar of news articles are also detailed. Classroom activities applying and extending this knowledge are included within the text, and additional exercises are appended. Contains 23 references. (MSE)

ED 381 007

FL 022 839

Kitao, Kenji

Students' Evaluation of CAI English Classes.

PUB DATE- Mar 95

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Journal Articles (080)

DESCRIPTORS- Classroom Techniques; College Students; *Computer Assisted Instruction; *English (Second Language); Foreign Countries; Higher Education; Questionnaires; *Reading Instruction; Second Language Instruction; *Student Attitudes; *Student Evaluation of Teacher Performance; Teaching Methods; *Writing Instruction

A study investigated attitudes of college students of English-as-a-Second-Language to computer-assisted instruction (CAI).

Students in a CAI English writing class (n=25) and two CAI English reading classes (n=29) were surveyed at the end of the first and second semesters of instruction. The first questionnaire used had 40 questions, and the second had the same 40 questions and another 20. All were answered on a scale of 1 to 6 indicating strength of agreement or disagreement. An additional paper-and-pencil survey required written answers to questions about strengths and weaknesses of the class, time spent on homework, difficulty level, instructional materials, and class administration and teaching. Students also wrote more detailed reports on this CAI experience. In this report, questionnaire results are analyzed question by question, open-ended survey responses are summarized, and the reports are discussed briefly. It is concluded that students found the instructional materials adequate, did not like passive instruction or long reading passages, wanted paper copies of computer materials, desired personal contact with the teacher, preferred materials they felt were relevant to their future, liked to be able to see their own progress, appreciated feedback, wanted interaction with classmates, and liked individualized instruction. Course descriptions and questionnaire responses are appended. (MSE)

ED 381 008

FL 022 841

Shirai, Hiroaki

Freewriting: An Interhemispheric Approach to Language Communication.

PUB DATE- Mar 95

NOTE- 31p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Information

Mandarin in Taiwan as well as Mandarin in China are examined via issues of identity and of discourse both at national and international levels. Chinese scripts are socio-cultural artifacts whose coming into being historically represent a unique view to the understanding of Chinese modernity. Contested and contestable visions on how Chinese should be written or seen further attest to the politics of sentiments and ideologies lying behind the evolution of Chinese scripts. Writing Chinese is not just a linguistic act to translate the sound of Chinese to the graphic of Chinese. It is about how to represent Chineseness in a contested social context. The notion of homogeneity is challenged and it is argued that much of this kind of rationale from identifying the act of writing or seeing Chinese scripts or romanizations with an act of nationalism, traditionalism, or patriotism. Closer examination of how Cantonese is written vis-a-vis Mandarin and English further reveal much about the complex social and political tensions between "standard" Chinese and its linguistic others. (LR)

ED 381 028

FL 022 887

Funding Policy for Language Programs = Politique de financement des programmes de langue.

PUB DATE- 93

NOTE- 21p.

LANGUAGE- French; English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- ted social context. The notion

challenged and it is argued that much of this kind of rationale fr,Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Bilingual Education; Cultural Maintenance; Educational Finance; *Educational Policy; Elementary Secondary Education; Eligibility; *English (Second Language); *Financial Policy; *Financial Support; Foreign Countries; French Canadians; *Heritage Education; Intercultural Programs; Language of Instruction; Limited English Speaking; Program Development

IDENTIFIERS- *Manitoba

This policy statement, presented in both English and French, describes the funding support available for heritage language and English-as-a-Second-Language (ESL) programs for K-12 students in the province of Manitoba, Canada. The two parts of the statement, headed "Heritage Language Instruction" and "ESL for Students with Limited Proficiency in English," provide brief introductions followed by basic facts on student eligibility and basic facts on funding. The Heritage Language program consists of three courses: Heritage Language; Bilingual Heritage Language; and Enhanced Heritage Language. Funding provisions for each course are given. The purpose of support for this program is to enhance the English language development programs already in place in Manitoba schools. (LR)

ED 381 029

FL 022 889

Evans, Carol A., Ed.

Scholar with a Mission: The Career of Theodore Andersson and His Contributions to Language Education.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- Feb 93

NOTE- 89p.; Papers originally presented at the Annual Conference of the National Association of Bilingual Education (Los Angeles, CA, 1994).

LANGUAGE- English

IDENTIFIERS- Gifts; Omnibus Budget Reconciliation Act 1993; *Quid Pro Quo Disclosure Requirements

This publication is a guide to recent tax law changes affecting requirements about acknowledging gifts to education institutions and about quid pro quo disclosure. The Omnibus Budget Reconciliation Act of 1993 states that donors may not deduct cash or noncash contributions of \$250 or more to a private school or other charitable organization unless they obtain written acknowledgement from the donee organization. In addition, with any quid pro quo contribution of more than \$75, the school must provide specific information to the donor whether or not the donor requests it. These changes affect private schools and colleges and their annual funds, capital campaigns, auctions, special events, and donor recognition programs. The guide answers questions concerning annual giving/capital campaigns, special events, and auctions. Specific topics covered include: under what circumstances to acknowledge a gift, how to acknowledge a gift, when to acknowledge a gift, quid pro quo disclosure requirements, and valuing auction gifts and purchases. The appendixes contain relevant sections from the tax statute, Internal Revenue Service publication 1771 concerning charitable contributions, regulations concerning substantiation requirements, and sample formats for gift acknowledgement. (JB)

ED 381 048

HE 028 170

Johnson, Daniel M., Ed.; Bell, David A., Ed.
Metropolitan Universities: An Emerging Model in American Higher Education.

PUB DATE- 95

NOTE- 382p.; Foreword by Ernest A. Lynton.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- College Faculty; *College Role; College School Cooperation; College Students; Continuing Education; Distance Education; Educational History; Fine Arts; Futures (of Society); Higher Education; *Institutional Mission; Leadership; Models; *Partnerships in Education; Professional Education; *Scholarship; School Community Relationship; Student Needs; *Student Personnel Services; Teacher Responsibility; Teacher Role; Theater Arts; Urban Areas; Urban Culture; Urban Education; *Urban Universities

This volume contains 29 readings reprinted from the journal "Metropolitan Universities: An International Forum," selected to demonstrate the unique mission and characteristics of metropolitan universities and to recognize the special challenges they face in addressing the nation's major urban issues. The papers include: "What Is a Metropolitan University?" (Ernest A. Lynton); "Metropolitan Universities: Models for the Twenty-First Century" (Charles E. Hathaway and others); "Metropolitan Universities: Past, Present, and Future" (Blaine A. Brownell); "Aligning Missions with Public Expectations: The Case of Metropolitan Universities" (Paige E. Mulhollan); "The Metropolitan Students" (Marguerite Ross Barnett and Donald Phares); "Adapting the Institution To Meet the Needs of Commuter Students" (Barbara Jacoby); "Places of Community for Adults" (Patricia H. Murrell and Todd M. Davis); "Student Services at Metropolitan Universities" (Ann S. Coles); "Knowledge and Scholarship" (Ernest A. Lynton); "Faculty and Scholarship: The Need for Change" (Gordon A. Haaland and others); "Form and Texture of a Professional Life" (Patricia R. Plante); "The Preparation of Future Faculty for Metropolitan

present conditions of the campus climate; and (3) more active involvement by engineering and science faculty in the academic life of minority students. Faculty may become more actively involved with students through mentoring, involving students in research, reducing the marginality of minority students, and representing the concerns and needs of minority students to campus-wide committees and groups. (Contains 9 references.) (MDM)

ED 381 067

HE 028 190

Davis, Jerry S.

The Continuing Incentives in the Federal State Student Incentive Grant Program: An Assessment of the Effects of SSIG Allocations on the Creation, Maintenance, and Expansion of State Student Grant Programs, 1974-75 to 1992-93.

PUB DATE- Jan 94

NOTE- 49p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Advocacy; *Educational Policy; *Federal Aid; Federal State Relationship; Financial Support; *Grants; Higher Education; *State Programs; *Student Financial Aid

IDENTIFIERS- *State Student Incentive Grants

This report describes how federal State Student Incentive Grant (SSIG) allocations have affected state expenditures on student grant programs, what state grant program directors believe would happen to their programs if SSIG funds were cut, and why members of the National Association of State Scholarship and Grant Programs (NASSGP) believe that the SSIG should receive continued and enhanced support. The report shows that the creation of the SSIG program in 1972 led to the establishment of need-based grant programs for postsecondary education in 22 states that did not previously have such programs. Increasing annual federal funding levels for SSIG contributed to statistically significant increased state expenditures on grant programs. Among the 26 states with the smallest programs, grant expenditures increased much more frequently when SSIG allocations grew than when they did not. A NASSGP survey of grant program directors found that 86 percent of states would have to reduce grants awards if they lost SSIG funding. NASSGP advocates full funding of the SSIG program at \$105 million annually. (MDM)

ED 381 068

HE 028 191

Blostein, Stanley; Burgos-Ocasio, Hilda

Factors Considered Important by Students in Making a Choice of Social Work Concentration.

PUB DATE- 29 Mar 95

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Career Choice; Clinical Experience; Decision Making;

*Graduate Students; Graduate Study; Higher Education; *Majors

(Students); *Social Work; *Student Attitudes; Student Surveys

IDENTIFIERS- *Social Administration

The continuing small number of social work students who enter the concentration of social administration poses conditions that have potentially negative results for the field of social work. This study surveyed 131 graduate social work students at a

education to resources that can assist in responding to the challenges and strategies described in a companion report. It is organized alphabetically by topic. Listings include short bibliographic data and descriptions of each citation. The topics are: antitrust issues; audits and program reviews; automation and computers; bibliographies; college costs, access, and choice; communications, reporting, and presentation; community colleges; consumerism; development and fundraising; economic perspectives; enrollment management; ethics in institutional policy; federal regulation; financial aid policies and procedures; higher education and financial aid statistics; institutional aid and tuition discounting; institutional planning and budgeting; international perspectives; leadership; management and quality control; merit scholarships; mission statement; need analysis and packaging; private institutions; professional development; public institution; public policy analysis; research tools; staffing; strategic planning; student employment; student loan defaults; student loan indebtedness; student satisfaction; technical references; trends and the future. Contains author and subject indexes. (JB)

ED 381 088

HE 028 226

Cheung, K. C.

Assessing Quality of Learning in Higher Education: Methods, Models and Perspectives.

PUB DATE- Jul 94

NOTE- 13p.; Paper presented at the International Conference on Assessing Quality in Higher Education (6th, Hong Kong, July 19-21, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150).Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- College Curriculum; *College Instruction; *College Outcomes Assessment; Educational Philosophy; Educational Principles; Elementary Secondary Education; Evaluation Methods; Faculty Development; Foreign Countries; Formative Evaluation; Higher Education; *Learning Theories; *Student Evaluation; *Teaching Models

IDENTIFIERS- Authentic Assessment

This paper describes paradigms for research into school learning conducted at the primary/secondary and tertiary levels.

Paradigms discussed include the Process-Product paradigm, the Mediating Process paradigm, the Classroom Ecology paradigm, J. Carroll's Model of School Learning, B. Bloom's Mastery Learning model, and the multilevel causal modeling of the 1980s. At the tertiary level, status attainment models describe processes by which family status and parent education are converted into occupational status through educational attainment. An emergent trend has been witnessed in integrating assessment and instruction for quality classroom processes and learning outcomes. This trend involves changing views of educational indicators and school improvement, development of a humanistic and constructivist curriculum theory and practice, and a shift toward meaningful and authentic measurement. In order that the quality of learning in higher education can be better monitored, educators are urged to pay particular attention to the interrelationships between assessment and instruction. Specifically, students should be engaged in deep processing of learning tasks, teachers should deploy formative assessment for charting learning progress, and staff development programs should emphasize pedagogical and assessment expertise grounded

30 or older, more than two-thirds were enrolled part time, and the majority was enrolled at public institutions. Only two-fifths of master's level students received some type of financial aid. In 1990, the number of master's degrees awarded surpassed the 1960 number by more than four times. A substantial portion of the tremendous growth is traced to increases in practice-oriented or career-oriented fields. Recent gains are primarily due to increases in the number of foreign students earning master's degrees. Earning a master's degree has a definite economic payoff. The paper concludes with 8 end notes, descriptions of several data resources, and a bibliography of 16 items. (JDD)

ED 381 108

HE 028 246

Ottinger, Cecilia A.

Economic Trends and Higher Education.

PUB DATE- 92

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Numerical/Quantitative Data (110)

DESCRIPTORS- Economic Change; *Economic Factors; Educational Trends; Federal Aid; Futures (Of Society); *Higher Education; *Labor Market; *Paying for College; Socioeconomic Influences; State Aid; Tables (Data); *Trend Analysis

This research brief highlights current and projected economic trends that affect higher education and discusses some of their implications. The brief is organized into three sections: (1) national economic conditions affecting higher education, which presents data on gross national product, inflation, the Higher Education Price Index, the federal budget, and federal and state appropriations for postsecondary education; (2) the ability to pay for college, which presents data on student financial aid, family income, and disposable income and savings; and (3) future labor market trends, which presents data on participation in the labor force, and labor market shares of women and minorities. Analysis of these trends implies that the future will be marked by the opportunity for growth coupled with fiscal constraints. The brief concludes with descriptions of five data resources and a bibliography of 20 items. (JDD)

ED 381 109

HE 028 279

Blanchette, Cornelia M.

Department of Education Information on Consolidation Opportunities and Student Aid. Testimony before the Subcommittee on Human Resources and the Intergovernmental Relations Committee on Government Reform and Oversight, House of Representatives. Statement of Cornelia M. Blanchette, Associate Director, Education and Employment Issues, Health, Education, and Human Services Division.

PUB DATE- 6 Apr 95

NOTE- 45p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Accreditation (Institutions); Cost Effectiveness; Economic Factors; Eligibility; *Federal Programs; Financial Exigency; Financial Problems; Government School Relationship; Higher Education; *Program Termination; *Student Financial Aid; Student Loan Programs

The purpose of this paper is to prove that including a significant theoretical component in instructional technology curricula has numerous advantages. The discussion is confined to curricula offered at universities, typically at the graduate level. Three topics are discussed: (1) the current state of instructional technology programs; (2) why theory is needed and what that theory should be; and (3) the role of the university in preparing instructional technologists. It is argued that curricula in university programs that train instructional technologists tend to emphasize practice at the expense of understanding. Because there are other agencies better suited to train practicality, universities should devote their resources to making sure students have a good grounding in the theories which immediately support what they do. Theories describe the complete range of human learning and includes perceptual and human factors theory, cognitive theories of learning, and theories of how knowledge guides the way people interact with their environment. It is contended that mastery of this theory should be attained by every student in instructional technology, and its application as the graduate develops professional skill and status will improve the success of the profession. (Contains 41 references.) (MAS)

ED 381 127

IR 017 040

Hearing on the Proper Federal Role in Education Policy. Hearing before the Committee on Economic and Educational Opportunities. House of Representatives, One Hundred Fourth Congress, First Session (January 12, 1995).

PUB DATE- 95

NOTE- 93p.; Serial No. 104-2.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Academic Standards; Access to Information; Civil Rights; Decentralization; Economic Development; *Educational Policy; Elementary Secondary Education; Federal Programs; Federal Regulation; *Federal State Relationship; Futures (of Society); *Government Role; *Government School Relationship; *Hearings; Job Training; National Security; Parent Role; Postsecondary Education; Private Schools; Program Costs; Program Improvement; Public Schools; Research and Development; School Choice; School Funds; Student Loan Programs

IDENTIFIERS- Congress 104th; Department of Education; Elementary Secondary Education Act Title I; Goals 2000; School To Work Opportunities Act 1994

This document records the proceedings of a Congressional hearing on the role of the federal government in education policy. Statements are provided by Richard Riley (Secretary of Education), Bret Schundler (Mayor, Jersey City, New Jersey), Tommy Thompson (Governor, Wisconsin), and Representatives, William L. Clay (Missouri), William F. Goodling (Pennsylvania), Harris W. Fawell (Illinois), Gene Green (Texas), and Thomas C. Sawyer (Ohio). The following federal education programs are discussed: the Goals 2000: Educate America Act, the School-to-Work Opportunities Act, Title 1 of the Elementary and Secondary Work Opportunities Act, Title 1 of the Elementary and Secondary Education Act, and the Improving America's School Act. Discussion includes education and the future; economic development and success; national security; responsible citizenship; access and civil rights; state and local responsibility; program reforms; the role of the Department of Education; research; technology; student aid; federal and state partnerships; education standards; education as a state

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Color Planning; Instructional Design; Learning Strategies; *Literature Reviews; Multimedia Materials; *Research Needs; *Research Problems; *Screen Design (Computers); *Summative Evaluation; Tables (Data); Task Analysis; Teaching Methods; Technological Advancement; Use Studies

This paper summarizes the results of an analysis of literature on color use in screen design. Fundamental problems with the information base are identified as follows: (1) advice becomes obsolete as newer equipment becomes available; (2) the nature of the task used in the research is not sufficiently similar to tasks performed during teaching and learning; (3) generalizations are either apocryphal in origin or based on empirical results from different display media and transferred to video display terminals automatically; and (4) distinctions are not made with respect to intended uses of the screen display. Instructional designers must ascertain the currency of the equipment used before accepting research generalizations as guides; researchers and authors of literature reviews should indicate which generalizations might no longer be valid. A careful task analysis is necessary in order to maintain a high degree of similarity between the research tasks and actual teaching and learning strategies. Differences in display medium and textual presentation should be noted. There is a need for research on color use in the screen design for instruction. Three tables provide a classification of articles according to information type, tasks used in research, and a summary of empirical research studies is provided in three tables. (Contains 65 references.) (Author/AEF)

ED 381 145

IR 017 069

Rutkowski, Kathleen M.
NetTEACH NEWS, 1993-1995.

PUB DATE- 95

NOTE- 345p.; Ten issues per year. Vol. 1, no. 1 is missing. Vol. 2, no. 9 is misnumbered no. 8.

LANGUAGE- English

EDRS Price- MF01/PC14 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *Computer Networks; *Computer Uses in Education; Educational Methods; *Educational Resources; Educational Technology; Elementary Secondary Education; *Information Networks; Newsletters

IDENTIFIERS- *Internet; *Teacher Networks

This document consists of the first two years (20 issues) of a newsletter intended for K-12 networking teachers. It provides a forum for the exchange of information for and by the K-12 community about digital networks and networking resources, applications to education, significant events, and major international, national, regional, and state programs and policies relevant to K-12 networking. The following are regular publication features: Infobytes; Edulists; Project Corner; The Digital Calendar; and The NetTEACH Bookstore. Volume 1 cover articles include: "The Promised Land" (Janice Abrahams); "What the Blues Have To Do With Paying Dues--Bringing Teachers Online (Ferdi Serim); "A Gift of Hope to America's Youth: Press Conference Remarks" (William Jefferson Clinton); and the following articles by the editor: "Chaos in the Classroom: A Cornucopia of Opportunity"; "The Art of California Cooking and the Vision of K-12 Internetworking"; "The Tao of K-12 Networking"; "The Real Challenge of Getting Teachers and Students Onto the Information Superhighway"; "Changing the

responsibility for helping students achieve information literacy resides with library media staff, teachers, administrators, and the community. The following five information literacy guidelines are discussed in detail: the student (1) constructs meaning from information; (2) creates a quality product; (3) learns independently; (4) participates effectively as a group member; and (5) uses information technologies responsibly and ethically. The responsibilities of the library media specialist are outlined, and a rationale is given for the necessity of each of the five guidelines. A list of the information literacy guidelines writing project team members is provided. (MAS)

ED 381 164

IR 055 457

South Carolina State Library State Government Information Needs Survey.

PUB DATE- 94

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Evaluation Criteria; Futures (of Society); Government Employees; Information Needs; *Library Services; *Needs Assessment; *Occupational Information; Public Libraries; Questionnaires; Resource Materials; *State Government; *State Surveys

IDENTIFIERS- *South Carolina State Library

This document presents the questionnaire and results of a state government information needs assessment by the South Carolina State Library. The survey was designed to identify job-related information needs and to help State Library staff members improve their services. Of the 300 surveys mailed to state government employees, 142 were returned. Names were selected at random from the list of registered borrowers and from the employees. The following topics were covered: (1) the types of information or materials needed for work; (2) where the information for work is obtained; (3) what (if any) materials preparation is included in the job; (4) job functions; (5) who in the office helps get the information; (6) available materials and sources; (7) whether the State Library resources or services are used; (8) how contact is made with the State Library; (9) reasons for not using the services; (10) State Library services provided to state employees, and the frequency of their use; (11) whether the State Library hours are accommodating; (12) future services that would be useful; (13) impressions of the State Library; (14) other services and programs that the State Library should provide; and (15) whether the office (of the surveyed) has information resources that the State Library could use or refer to. The document contains the survey instrument and the results of each question. (AEF)

ED 381 165

IR 055 458

Simpson, Carol Mann

Internet for Library Media Specialists.

PUB DATE- 95

NOTE- 162p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

*Ocotillo AZ

Begun in 1988 to address issues of technology and education, the Maricopa County Community College District's (MCCCD's) Ocotillo program has expanded to provide a forum for faculty and staff to address general issues of the quality of learning and instruction in MCCCD through year-long committees on subjects of interest. This document features the year-end reports for 1993-94 of the following nine Ocotillo committees: (1) the Authoring Languages Committee, highlighting the need for college and district support of faculty programming activities; (2) the Emerging Technologies Committee, reviewing its efforts on the Internet and indicating that meeting attendance was poor; (3) the External Networks Committee, discussing the status of District networks, user training, newsgroup access, policy needs, and user expectations of MCCCD faculty; (4) the Information Literacy Committee, describing the group's activities and plans for implementing an information literacy curriculum; (5) the Intellectual Rights Committee, reviewing the efforts of the committee to increase copyright law awareness, define copyright guidelines for multimedia, and develop a policy on proprietary rights; (6) the Mechanisms for Technology and Evaluation and Implementation Commission, identifying the methods in which technology may be integrated into college systems; (7) the Open-Entry/Open-Exit Committee, describing issues related to education that does not follow traditional timelines; (8) the Technology-Based Testing Committee, describing its efforts to identify models for a technology-based testing system; and (9) the Technology Training Committee, discussing its plan to train faculty to use current computer technologies. (MAB)

ED 381 184

JC 950 041

O'Brien, Ed; And Others

A Review of Enrollment Management: Issues and Strategies.
Management/Marketing Special Project.

PUB DATE- 95

NOTE- 160p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Business Education; Change Strategies; Community Colleges; *Declining Enrollment; *Enrollment Influences; Enrollment Management; Marketing; Multicampus Districts; *Partnerships in Education; *Strategic Planning; Student Characteristics; Student Recruitment; Trend Analysis; Two Year Colleges

IDENTIFIERS- Maricopa County Community College District AZ

This report presents findings and recommendations from a project undertaken by the Maricopa County Community College District (MCCCD) to determine reasons for a decline in business course enrollments and develop strategies to increase enrollments in management and marketing programs throughout the district. Following background information on the project, the decline in enrollments is viewed in a national context, reviewing factors contributing to business enrollment fluctuations and indicating that MCCCD experienced a 34.2% decline in business course enrollment from fall 1990 to fall 1993. Next, forces of change within the business environment and educational community in the 1990s are reviewed, and workplace skills for the future are identified, advocating the intertwining of business and educational efforts beginning at the junior high level. The next section provides a profile of the District's customer

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays;
(120), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Academic Persistence; *Articulation (Education);
Associate Degrees; *College Graduates; *College Transfer
Students; Community Colleges; Higher Education; *Participant
Satisfaction; State Universities; Student Personnel Services;
Two Year Colleges; Two Year College Students

IDENTIFIERS- *Illinois

Within the state of Illinois, the higher education structure includes many private institutions, a community college system, and four university systems. Since the early 1970s, efforts have been made at both institutional and state levels to improve articulation and transfer. Research conducted at Illinois State University (ISU) indicates that the transfer student population has become an increasing segment of the undergraduate student population, concomitant with an undergraduate enrollment reduction program designed to bring undergraduate enrollment to a level supported by existing fiscal resources. Within 7 years, fall undergraduate enrollment went from 28% to 39% transfer students, while at the upper division level, transfers increased from 44% to 52%. To improve service to transfer students, ISU implemented an on-line course articulation system in 1987, and conducted studies in fall 1994 of services provided to transfer students and of the persistence and graduation rates of transfer students. Over half of the students responding to the services survey had used registration, department/college advisement, student financial aid, student health, and records services, and with the exception of student financial aid services, over 60% of the respondents had positive evaluations of these services. Persistence rates for the fall 1983 to fall 1994 cohorts showed a persistence rate to the second year ranging from 70.5% to 80.3%, compared to a range of 71.9% to 80.4% for new beginning freshmen for the same time span. Transfer student continuation rate for the third year ranged from 38.4% to 43.4% compared to a range of 59.7% to 69.8% for new beginning freshmen. Graduation rates for new beginning transfer students were in a range from 22% to 33.5% at the end of 2 academic years. (KP)

ED 381 201

JC 950 184

Community College Program Length. Report and Recommendations of
the Florida Postsecondary Education Planning Commission, 1994.
Report 3.

PUB DATE- Jan 95

NOTE- 44p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090), Reports -
Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Associate Degrees; *College Credits; Community
Colleges; *Degree Requirements; General Education; *Program
Length; *State Standards; Statewide Planning; Two Year Colleges

IDENTIFIERS- *Florida

The 1994 Florida State Legislature directed the Postsecondary Education Planning Commission to conduct a review of selected Associate in Science (A.S.) community college programs to determine the effect of program length on student completion rates, licensure passing rates, job placements, average earnings, and performance in further postsecondary education. The Commission selected 14 programs that displayed the largest variance in semester credit hours (SCHs), were limited access programs, and/or were identified by the Florida Chamber of

students and 22% of whom were liberal arts students. Analyses of the responses indicated the following: (1) 52% of the respondents indicated that they used the library at least once a week, 13% indicated that they never used the library, and another 10% indicated that they almost never used it; (2) 46% of the vocational students were frequent users, compared to 64% of the liberal studies students; (3) 63% of the non-native English speakers were frequent users of the library, compared to 45% of the native speakers; (4) 55% of all respondents agreed or strongly agreed that the library was a comfortable and inviting place to study and work; (5) another 55% agreed that the library staff was helpful and effective; (6) 43% indicated that library resources were adequate all or most of the time for their class assignments; (7) with respect to respondents' information literacy, 45% of those who answered the question indicated that they used the computer catalog to locate materials, 29% said that they asked staff for help, 5% indicated that they asked fellow students, and 22% said that they browsed or located materials in some other way; and (8) 45% had taken a library orientation through one of their classes and 15% had taken a library techniques class. The survey instrument is appended. (KP)

ED 381 218

JC 950 215

Institutional Effectiveness Assessment Process, 1992-93.

Executive Summary. Hospitality and Service Occupations Division, Food Sciences Department, Food Production Program, Food Production Management Program, Pastry and Specialty Baking Program.

PUB DATE- 93

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- College Outcomes Assessment; *Community Colleges; Education Work Relationship; *Employer Attitudes; Feasibility Studies; *Food Service; Graduate Surveys; *Hospitality Occupations; Needs Assessment; *Participant Satisfaction; Program Effectiveness; *Student Attitudes; Two Year Colleges; Vocational Followup

IDENTIFIERS- *South Seattle Community College WA

In the 1992-93 academic year, the Hospitality and Food Sciences Department at South Seattle Community College conducted surveys of current and former students and local foodservice employers to determine the level of satisfaction with Department programs. Specifically, the surveys focused on four key outcomes: determining the extent to which programs met training and upgrading needs of the commercial food and hospitality industry; determining the feasibility of a restaurant management program; activating an Alumni Association; and assessing the extent to which students feel their training is valid, useful, and leads to professional advancement. Surveys were administered or mailed to 53 current students mid-way through their certificate program, 500 alumni and former students, and 750 hospitality industry establishments. Survey results, based on responses from all 53 current students, 79 former students, and 148 businesses, included the following: (1) 81% of current students felt that the training they had received so far was useful to at least an adequate extent; (2) only 23% felt that program complexity was adequately explained upon entry to the program; (3) 66% of the former students were working in the food service industry, with 89% indicating that they had achieved their goals to some extent; and (4) for food

development; (4) textbooks and teaching materials; (5) teachers and their classroom behavior; (6) the financing of primary education; and (7) the use of information for decision making in primary education. The report notes that 29 percent of all children in LAC primary schools are repeating their grade each year, and that LAC spends \$2.5 billion each year to teach some 20 million repeaters. Based on international studies of academic achievement, LAC countries do significantly worse than the developed world, and worse than many developing countries in Asia. The report emphasizes the need to focus on investments in three key areas to improve primary education quality. These are the provision of early childhood programs to the poorest and most vulnerable elements of society, the modification of teachers' classroom behavior to accommodate instructional innovation, and the provision of adequate quality and quantity of textbooks and educational materials to students. Contains 148 references. (MDM)

ED 381 236

PS 022 986

Bagley, Christopher; And Others
International and Transracial Adoptions: A Mental Health Perspective.

PUB DATE- 93

NOTE- 366p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Adjustment (to Environment); *Adopted Children; Adoption; Adoptive Parents; Coping; Foreign Countries; *Mental Health; Nature Nurture Controversy; Residential Care; Self Actualization; Self Concept; *Self Esteem; *Transracial Adoption IDENTIFIERS- Canada; China; Great Britain; *International Adoption

The key dependent variable in adoption research is the child's mental health, in the short and the long term. Defining mental health as the development of basic ego strength and a feeling of self-worth, which enable an individual to cope with stresses later in life, this book focuses on how well adolescents and young adults have fared in adoption. The book is divided into four sections. Section 1 is titled "Adjustment in Adoption: A Review." Topics discussed include the institution of adoption; follow-up studies of adjustment in adoption; genetic, physical, and constitutional factors influencing adjustment in adoption; clinical research and policy change; and adjustment and identity in transracial and intercountry adoption. Section 2 discusses empirical studies of adoption in Canada and Britain. The third section, titled "Intercountry and Transracial Adoption: Empirical Studies and Policy Review," discusses the history of and policy formation regarding international adoption; follow-up studies of adjustment among adopted children, including those from Hong Kong and Vietnam who grew up in Britain; and transracial adoptions in Canada and Britain. Section 4, "Adopted Children in Residential Care: A Typology of Disrupted Adoptions," contains studies of adopted children in residential treatment centers and types or clusters of adjustment problems. A concluding section summarizes the research findings in earlier chapters. Contains over 480 references. (DR)

ED 381 237

PS 023 029

Meier, John H.
Behavior Management Manual for Preschool Children, Their Parents

Preparation of Infant/Toddler Caregivers" (Alice Sterling Honig); (6) "Issues and Evaluation of an Israeli Early Childhood Leadership Training Program" (Miriam K. Rosenthal and Rena Shimoni); (7) Child Care from the Perspective of Parents, Caregivers, and Children: Australian Research" (Margaret Clyde and others); (8) "Child Rearing Ideas and Feelings of Russian and American Mothers and Early Childhood Teachers: Some Comparisons" (Jean M. Ispa); and (9) "The Roots of Discipline in Japanese Preschools: Meeting Children's Need for Friendship and Contribution" (Catherine C. Lewis). (HTH)

ED 381 257

PS 023 122

Cohen, Ruth; And Others

Building on People's Strengths: Early Childhood in Africa.

PUB DATE- 94

NOTE- 71p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Caregiver Role; *Child Development; Community Role; *Early Childhood Education; *Educational Policy; Females; Foreign Countries; Government Role; Outcomes of Education; Parent Role; *Philanthropic Foundations; Poverty; Program Costs; Program Descriptions; Program Development; Public Policy; Socioeconomic Influences; *Young Children

IDENTIFIERS- *Africa

This report describes early childhood development (ECD) in Africa and the Bernard van Leer Foundation's strategies for early childhood programs in African nations. Chapter 1 examines the context in which Africa's children are growing up, focusing on the hardships that many children face, as well as the efforts made by families, communities, and international groups to alleviate the effects of economic decline, inadequate services, war, and civil strife. Chapter 2 reviews the importance of the early years on children's development and discusses the kinds of outcomes that ECD programs should be seeking. Chapter 3 discusses the roles of individuals and groups who come into contact with children, including primary caregivers, secondary caregivers, community organizations, policymakers, and governments. Chapter 4 examines what roles these same individuals and organizations should play in ECD programs. Chapter 5 deals with the costs and effects of ECD programs. Chapter 6 serves as a conclusion and discusses the key issues of the ECD debate in Africa, including the holistic development of children, multisectoral programs, and the needs of women and girls. (MDM)

ED 381 258

PS 023 143

Wardle, Francis; Moore-Kneas, Kimberly

Child-to-Child Sexual Behavior in Child Care Settings. Final

Report of the Symposium (Denver, Colorado, April 1993).

PUB DATE- 95

NOTE- 44p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Child Behavior; Child Development; *Peer Relationship; *Preschool Children; Preschool Education; *Sexuality; Teacher Education; *Teacher Response

IDENTIFIERS- *Dysfunctional Behavior; *Sex Knowledge

This paper reviews the social origins of students' development of self-regulatory skill, with special emphasis on observational learning through peer modeling. A social cognitive perspective on self-regulation is presented. In this view students' academic competence develops initially from social sources of academic skills and subsequently shifts to self-sources in a series of four levels: observational, imitative, self-controlled, and self-regulated. The effects of models on observers depend in part on perceptions of self-efficacy, or personal beliefs about one's capabilities to learn or perform behaviors at designated levels. Research is reviewed on cognitive modeling, coping and mastery models, and self-modeling. Implications for educational practice are discussed. Contains 31 references. (Contains 31 references.) (Author)

ED 381 276

PS 023 197

Schunk, Dale H.

Self-Monitoring of Skill Acquisition through Self-Evaluation of Capabilities.

PUB DATE- Apr 95

NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Elementary School Students; Fractions; Grade 4; Intermediate Grades; *Mathematics Skills; *Outcomes of Education; Performance Factors; Persistence; Pretests Posttests; *Self Efficacy; Self Evaluation (Individuals); Skill Development; *Student Educational Objectives; *Student Motivation

IDENTIFIERS- Self Regulation

Using a common methodology, two experiments examined the effects of learning and performance goals in conjunction with self-evaluation as fourth-graders acquired mathematical fraction skills. After a pretest on fractions, self-efficacy, skill persistence, and goal orientation, children in the first study--who were average achievers in mathematics--received instruction on addition and subtraction of fractions over seven sessions, and worked under conditions involving learning goals or performance goals. Six self-evaluations were conducted, and a posttest followed. In the second study, which was designed to explore conditions under which learning goals might be more effective than performance goals in raising achievement outcomes, self-evaluation and pre- and posttests were also included. The two studies showed that providing students with a goal of learning to solve problems enhances their self-efficacy, skill, motivation, and task orientation, and that these achievement outcomes also are promoted by allowing students to evaluate their performance capabilities or progress in skill acquisition. (DR)

ED 381 277

PS 023 205

Twarek, Linda S.; George, Halley S.

Gender Differences during Recess in Elementary Schools.

PUB DATE- 22 Jun 94

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

practices for rural special education, current research, contemporary discussions of theory or theory development, and topics of timely concern. The papers are organized in order of presentation, and are categorized in a topical index under the following subjects: administration, at risk, collaboration and inclusion, early childhood, gifted education, low incidence populations, multicultural education, Native American concerns and community relations, parents and families, preservice and inservice education of rural special education teachers, publishing of professional papers, technology, and transitional school-to-work programs and practices. An appendix provides information on seven presentations available on videotape. (SV)

ED 381 296

RC 020 017

Fishbaugh, Mary Susan E.; Berkeley, Terry
What about Readiness for Teachers?

PUB DATE- Mar 95

NOTE- 6p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Opinions/Personal Viewpoints/Position Papers/Essays
(120), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Beginning Teachers; *Collegiality; Educational Needs; Educational Practices; Elementary Secondary Education; Higher Education; Interpersonal Competence; *Preservice Teacher Education; *Rural Education; Small Schools; *Special Education Teachers; Teacher Attitudes; *Teacher Role; Teaching Experience

IDENTIFIERS- Montana State University; *Teacher Collaboration
This paper begins by relating the experiences of a beginning special education teacher in a small school in rural Montana. He soon became frustrated as he lacked the skills required for collaborating with other teachers, students, parents, and the community. Small rural schools have difficulty in recruiting and retaining qualified special education teachers because of the overwhelming demands made on people in these positions. A review of the literature on beginning teachers reveals that preservice teachers do not regard collaboration as an important aspect of teaching, and few studies mention collaboration skills as an essential competency. However, teachers need the ability to work cooperatively with their peers. As students become more diverse, teacher collaboration becomes more important in developing educational programs appropriate to students' educational needs. Part of the problem is that teachers view teaching as an independent occupation, rather than seeing their role as being a part of a team. However, faculties at colleges of education are beginning to address the need for training in this area. For example, Montana State University (Billings) has begun offering both undergraduate and graduate education courses in collaboration. This paper suggests that collaboration, along with subject matter content and pedagogical methodology, deserves a place in the professional literature. (LP)

ED 381 297

RC 020 018

Tappe, Duane R.
Nineteen Reasons Why Special Education Should Cost More Than Regular Education.

Objectives; Elementary Education; Elementary School Students;
*Inclusive Schools; *Individualized Education Programs;
Mainstreaming; *Mild Mental Retardation; *Rural Schools;
Special Education; *Team Teaching
IDENTIFIERS- Transitional Activities

This paper describes the efforts of a team of parents, educators, and related personnel to promote successful classroom inclusion of Erin, a girl with Downs Syndrome, during grades K-4. Erin's parents were pioneers in the inclusion movement in rural Mecosta-Osceola Intermediate School District (Michigan), and when Erin was 5, they insisted that she be placed in kindergarten in her neighborhood school. Erin experienced a difficult kindergarten year, but during that year, the school district received a grant that supported the development of inclusion teams, including training and follow-up by university consultants. The initial inclusion team for Erin consisted of parents, principal, kindergarten and first-grade teachers, school social worker, psychologist, and teacher consultant. The team used the McGill Action Planning System to develop a common vision of inclusion. Details are provided on team procedures for initiation of new students into the inclusion program, data collection, planning of transition to the next grade, ongoing communication and planning issues, and adaptation of curriculum and evaluation. A table lists expected long-term outcomes for educable mentally impaired students in the categories of academics, social competence, community integration, personal growth and fitness, vocational integration, and domestic living environment. (SV)

ED 381 313

RC 020 034

Feldmann, Ellen; Messerli, Carma
Successful Transition: The Students' Perspective.

PUB DATE- Mar 95

NOTE- 9p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *College Preparation; *College Students; Decision Making; *Disabilities; Higher Education; *Independent Living; Personal Autonomy; Rural Education; Secondary Education; Student Attitudes; Student Responsibility

IDENTIFIERS- *Self Advocacy; *Student Support Services

For some students with mild or moderate disabilities, postsecondary education might include attendance at a community college, technical school, or 4-year college. From 1978 to 1991, the percentage of full-time college freshmen reporting disabilities more than tripled, with visual impairments and learning disabilities making up half the disabilities reported. For most students with disabilities, special education teachers create a protective environment during elementary and secondary school. However, this experience may inhibit student development of self-advocacy skills. Students must understand the differences between high school and college in order to be prepared for the reality of the college environment. Rather than fostering dependency, teachers in junior high and high school must encourage students to become independent thinkers,

(055), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Behavioral Objectives; *Behavior Modification;
*Behavior Problems; Change Strategies; *Classroom Techniques;
*Discipline; Elementary Secondary Education; Emotional
Problems; Individualized Education Programs; *Intervention;
Rural Education; *Student Behavior; Teamwork

IDENTIFIERS- West Virginia

Student behavior problems have been found to be the most significant and frequently addressed concern of rural educators. A model was developed in response to the needs of rural educators in West Virginia for planning, documenting, implementing, and monitoring behavior plans for students with emotional and behavior problems. The first step involves forming a team of teachers who closely interact with the student, support personnel, and parents. The team interviews the teacher who has the most contact with the student and compiles lists of problematic behaviors and desirable replacement behaviors. The team then ranks behaviors according to probability of occurrence and importance. Interventions include positive reinforcement strategies, punishment, and proactive/preventive strategies. Positive reinforcer strategies such as contracts and point cards are used with students who inconsistently exhibit the desirable replacement behavior. Punishment may be used if the focus on the desirable behavior is not sufficient to deter the performance of the undesirable behavior. Most important are proactive/preventive strategies that include environmental or structural modifications that inhibit the problem behavior, and strategies such as social skills training that teach the desirable behavior. Within each category, team members determine several intervention options and begin with the least intrusive intervention feasible. Data collection and monitoring continue throughout the intervention phase. As the student meets success and positive behavior maintenance is established, the team fades the intervention and replaces it with a less intrusive option. All phases of the process provide documentation of the behavior plan and its effectiveness. If the student is receiving special education services, behavior objectives appear on the individual education plan. (LP)

ED 381 330

RC 020 051

Smith, Cynthia; Morgan, Robert L.
Awareness of Deaf Sign Language and Gang Signs.

PUB DATE- Mar 95

NOTE- 8p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Speeches, Conference Papers, "Papers Presented at..." (150), Reference Materials - Vocabularies/Classifications (134)

DESCRIPTORS- *American Sign Language; *Deafness; Disabilities; Educational Needs; Elementary Secondary Education; *Juvenile Gangs; *Nonverbal Communication; *Rural Areas; *Victims of Crime; Violence

There have been increasing incidents of innocent people who use American Sign Language (ASL) or another form of sign language being victimized by gang violence due to misinterpretation of

Schools; *Learning Activities; Middle Schools
IDENTIFIERS- *Development Education; Issue Centered Education;
*Issues Approach

By focusing on issues, global education provides students with a better understanding of the country and the world in which they live. The issues approach stresses that global education is a two-way approach to understanding: it is both a way of teaching and a way of learning. This book provides resources for the teacher who has decided to teach development by the issues method. Activities presented range in grade level appropriateness from grade 4-12. An introduction discusses effective global education and development education. Fifty-seven activities focus on differences that exist in wealth and power between nations; assumptions about development; ways in which other cultures are "interpreted;" trading relationships between North and South; poverty and population; refugees and migrants; aid; food; water; literacy; environment; and women. An appendix provides 15 international games. Contains 28 references. (LZ)

ED 381 347

SE 056 015

Personal Development through Environmental and Outdoor Education.
A Resource to Supplement Alberta Education's Junior High School
Environmental and Outdoor Education Course of Studies.

PUB DATE- Sep 93

NOTE- 70p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Environmental Education; Foreign Countries;

*Individual Development; Junior High Schools; *Learning
Activities; Middle Schools; *Outdoor Education; Program
Descriptions; *Program Implementation

IDENTIFIERS- *Alberta; Environmental Education Programs

This resource booklet is designed to facilitate the teaching of personal development, an important part of an integrated program of outdoor pursuits, environmental education and personal and group development. Section I examines a history of the Alberta Environmental and Outdoor Education Course of Studies and course philosophy. Resources are provided for planning and organizing implementation of the program in schools. Topics discussed include tailoring the program; scope, sequence, quality, and balance; program balance; approaches to teaching; and management details. Section II outlines personal and group development goals, and presents activities for personal development. These activities pertain to journal keeping; interviewing; listening; setting realistic goals; speaking and conversation; reflection, solitude and solos; decision making; first-aid; and fine arts. (LZ)

ED 381 348

SE 056 020

Silver, Edward A.; Burkett, Mary Lee

The Posing of Division Problems by Preservice Elementary School

Teachers: Conceptual Knowledge and Contextual Connections.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- May 94

NOTE- 32p.; Paper presented at the Annual Meeting of the American
Educational Research Association (New Orleans, LA, April 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference

activities, sample student projects, and reproducible blackline masters in both Spanish and English. A schedule of lessons, instructions for teaching the lessons, a description of computer software, a list of materials to obtain, and suggestions for assessing students' progress are also included. (Contains 7 references.) (MKR)

ED 381 369

SE 056 116

Kleiman, Glenn; Zweig, Karen
Designing Spaces: Visualizing, Planning, and Building. Seeing and Thinking Mathematically in the Middle Grades.

SPONS. AGENCY- National Science Foundation, Arlington, VA.

PUB DATE- 95

NOTE- 213p.; For related documents, see SE 055 609 and SE 056 115.

LANGUAGE- English; Spanish

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Activity Units; *Architecture; *Building Design;

*Geometry; Intermediate Grades; Junior High Schools;

*Mathematical Applications; Mathematics Curriculum;

*Mathematics Instruction; *Measurement; Middle Schools

IDENTIFIERS- Mathematics Activities

In this unit of the Seeing and Thinking Mathematically series, students use geometry to analyze buildings from around the world, design and build their own house models, create plans for their designs, and build from each other's plans. Students start out the unit building with cubes and later move to other geometric shapes. As they learn to represent these three-dimensional structures with two-dimensional drawings and with words, students gain mathematical knowledge and proficiency. In the final activity students begin with flat geometric shapes and build a model house for one of two climates: a hot, rainy climate or a cold, snowy climate. The sections of the book are: "Visualizing and Representing Cube Structures," "Describing Properties and Functions of Shapes," and "Visualizing and Representing Polygons and Polyhedra." Appendices include: designing homes for different climates, a scoring rubric, sample final projects, shape templates, and reproducible blackline masters in both Spanish and English. Mathematical themes encountered are: multiple representations of shapes and structures, visualization, properties and components of shapes, and communication. A unit overview discusses shorter routes through the unit, necessary materials, computer possibilities, and student assessment. (Contains 14 references.) (MKR)

ED 381 370

SE 056 117

Washington, Mary Ford
Real Life Math Mysteries: A Kids' Answer to the Question, "What Will We Ever Use This For?"

PUB DATE- 95

NOTE- 104p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Arithmetic; Diagrams; *Elementary School Mathematics; Elementary Secondary Education; *Mathematical Applications; *Mathematics Instruction; *Secondary School Mathematics; *Word Problems (Mathematics)

LANGUAGE- English
 EDRS Price- MF01/PC04 Plus Postage.
 PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
 (141)
 DESCRIPTORS- *Educational Change; *Educational Objectives;
 Elementary Secondary Education; Federal Programs; Higher
 Education; Science Education; Science Instruction; Strategic
 Planning
 IDENTIFIERS- *National Aeronautics and Space Administration;
 *Reform Efforts
 The National Aeronautics and Space Administration's (NASA's)
 education vision is to promote excellence in America's
 education system through enhancing and expanding scientific and
 technological competence. In doing so, NASA strives to be
 recognized by the education community as the premier mission
 agency in support of the National Education Goals and in the
 development and implementation of education standards. To
 realize this vision, NASA has clearly defined and developed
 three specific goals to promote excellence in education.
 Specific objectives and milestones are defined for each goal in
 the body of this strategic plan. Goal 1: To maintain that
 segment of NASA's current education program that is judged to
 be effective, based on internal and external customer measures
 of success. Such maintenance involves individual program
 revision, expansion, or elimination. Goal 2: To implement new
 education reform initiatives which specifically address NASA
 mission requirements and national education reform. Goal 3: To
 significantly expand the impact of the NASA education program
 by developing partnerships with external constituencies. This
 plan also delineates three "enabling systems" which support all
 of NASA's education programs and contribute to the achievement
 of the goals. These are: evaluation, educational technology,
 and dissemination. In order to implement the strategy, four
 broad-based management priorities have been identified to guide
 the process of change. (Author/MKR)

ED 381 392

SE 056 203

Vogt, Gregory L.
 Suited for Spacewalking. Teacher's Guide with Activities for
 Physical and Life Science. Revised.
 PUB DATE- Aug 94
 NOTE- 70p.
 LANGUAGE- English
 EDRS Price- MF01/PC03 Plus Postage.
 PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
 Classroom Use - Teaching Guides (For Teacher) (052)
 DESCRIPTORS- Biological Sciences; Earth Science; Elementary
 Secondary Education; Physical Sciences; *Science Activities;
 Science Curriculum; Science Education; *Space Exploration;
 Space Sciences; Student Projects
 IDENTIFIERS- *Hands on Science; Space Shuttle; *Space Suits;
 Space Travel
 This activity guide for teachers interested in using the intense
 interest many children have in space exploration as a launching
 point for exciting hands-on learning opportunities begins with
 brief discussions of the space environment, the history of
 spacewalking, the Space Shuttle spacesuit, and working in
 space. These are followed by a series of activities that enable
 students to explore the space environment as well as the
 science and technology behind the functions of spacesuits. The
 activities are not rated for specific grade levels because they
 can be adapted for students of many ages. A chart on curriculum
 application is designed to help teachers incorporate activities

asked with increasing frequency to become involved in finding and implementing solutions. A review of the literature regarding school-based substance abuse prevention programs reveals their evolution from a basic informational approach in the 1960s to approaches in the 1990s that are designed to help youth develop effective coping skills. The latter approaches are based on the assumption that substance abuse is learned socially. Empirical evidence reveals that current approaches are more effective than earlier ones were in preventing substance abuse among youth. School district personnel need to become aware of the nature of the more successful substance abuse prevention programs and build the designs for their programs on the characteristics of these programs. This paper contributes to that awareness by summarizing the most significant characteristics of effective programs as currently described in the relevant literature. After reviewing the characteristics of particularly effective school-based substance abuse programs, the literature concludes that a broad and coordinated prevention approach is needed. Substance abuse prevention programs that involve schools working with civic organizations and institutions, law enforcement officials, parents, peers, and even the media may have a greater impact than programs implemented only in the schools. Contains a 17-item reference list. (Author/DK)

ED 381 413

SO 024 238

Davidoff, Sue, Ed.; And Others

Emancipatory Education and Action Research. Action Research

Series No. 1.

PUB DATE- 93

NOTE- 153p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- *Action Research; Art Education; Didacticism;

Educational Improvement; Educational Research; Foreign

Countries; Higher Education; *Social Action; *Social Change;

Social Theories; *Teacher Role

IDENTIFIERS- *Emancipatory Learning; *South Africa

This book is the result of a seminar on emancipatory education and the action research projects in the Department of Didactics at the University of the Western Cape in South Africa. The book starts with questions regarding the nature of action research. This first chapter discusses the meaning of some crucial organizing concepts, asks questions regarding the fields in which one might undertake action research, and examines the understanding of emancipation. The second chapter contextualizes the work that was the focus of the seminar. The third chapter problematizes disciplinary knowledge-making with regard to the practice of People's Education and action research. This chapter touches on three issues: (1) the producers of knowledge; (2) the types of knowledge that are used; and (3) the kind of teaching and learning materials that are employed. Chapters 4-8, in a certain sense, form a separate section of the work in that they treat the practice of emancipatory action research as and where it occurs in actual institutionalized education situations, as well as in schools and other institutions in the wider sense. Chapter 4 focuses on emancipatory education practice in art education. Chapters 5 and 10 look at the use of socially critical action research in promoting greater measures of reflective teaching in preservice teacher education. Chapter 6 presents a case study that addresses the difference between the democratic rhetoric that

responses validate Gilligan's levels of moral development that shows different emphases of socialization between males and females. Emphasis for boys is on justice and independence while girls are trained to be nurturing, caring, and to value their connectedness to others. Often a dichotomy exists between purely cognitive moral reasoning and moral behaviors. This issue needs to be addressed through moral education. The table of contents lists the following: (1) "Introduction"; (2) "Rationale"; (3) "Definitions"; (4) "Understanding Developmental Issues as They Relate to Ethics and Moral Reasoning in the Public Schools"; (5) "Developmentally Appropriate Moral Education"; (6) "The Need for Ethics Education"; (7) "Ethics and Moral Reasoning, Goals, and Suggested Activities K-8"; (8) "Ethics and Moral Reasoning, Conceptual Course Outline, 9-12"; (9) "The Role of the Family in Teaching Values"; (10) "Case Study"; (11) "Conclusions and Recommendations"; (12) "Bibliography"; and (13) "About the Authors." As an example of effective strategies for use in a public school district to help resolve differences in values, a case study describing a conflict between proponents and opponents of a particular health curriculum is presented. Contains 81 references. (EH)

ED 381 433

SO 024 701

Goddard, J. Tim

The Sociocultural Contextualization of Educational Violence: Some Reflections on Northern Education.

PUB DATE- Jun 94

NOTE- 10p.; Paper presented at the Annual Learned Societies Conference of the Society for Socialist Studies (Calgary, Alberta, Canada, June 12, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Aggression; *Antisocial Behavior; Context Effect; *Cultural Context; Delinquency; Elementary Secondary Education; Foreign Countries; School Security; *Social Influences; Social Structure; Trend Analysis; *Violence

IDENTIFIERS- Canada

This position paper explores the issue of violence in northern Canadian schools and personal perceptions and reactions to the violent events. Spindler's phrase "sociocultural contextualization" is viewed as placing and examining education and the educative process within the social and cultural environment of the community served by the school. The study was based on four assumptions: (1) violence in the school is reflective of violence within the child; (2) violence within the child is reflective of violence within the home; (3) violence within the home is reflective of violence within the community; and (4) violence within the community is caused by poverty, unemployment, a sense of communal failure, and a history of pervasive social injustice. Violence is not an ethnic issue, nor is it something that develops out of culture or heritage. Until and unless the social causes of violence are addressed, relationships among children in schools will continue to be reflective of those relationships that exist within the wider community. It is a moral imperative for society to do all that is possible to insure that those communities become viable places in which to live. (EH)

ED 381 434

SO 024 702

log, the portfolio, and the project. (EH)

ED 381 455

SO 024 744

Walstad, William B.
Economic Knowledge, Economic Education and Public Opinion on
Economic Issues.

PUB DATE- Mar 94

NOTE- 33p.; Paper presented at the Annual Meeting of the Midwest
Economics Association (Chicago, IL, March 26, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150); Reports - Research/Technical (143)

DESCRIPTORS- Beliefs; Economic Research; *Economics; *Economics
Education; Expectation; *Opinions; Political Attitudes; *Public
Opinion; *Social Attitudes; Social Science Research; Surveys

This research study was based upon a national survey in March
1992, conducted to assess the economic literacy of the U.S.
public. The survey data were used to measure the economic
knowledge of the public, to identify factors that affect
economic knowledge, and to evaluate the influence of economic
knowledge on public opinion about current economic issues. The
survey data were collected by The Gallup Organization via
telephone interviews from a national random sample of 1,005
adults aged 18 years or older. The survey instrument, developed
by a national committee of 10 economists drawn from education,
business, and labor, contained 46 questions that tested
economic knowledge, sought opinions on economics issues, and
gathered information on background characteristics, such as
education and income of respondents. The public showed
significant deficiencies in their knowledge and awareness of
basic economics in such areas as unemployment, inflation, and
economic growth. All survey respondents had strong opinions
about economic issues despite having limited economic
knowledge. Economic illiteracy has the potential to misshape
public opinion on economic issues and lead to policies that
have negative or perverse effects on the economy and on
economic institutions. Contains 8 tables. (EH)

ED 381 456

SO 024 752

Reeves, James, II
Evaluation of the 1991-92 Bill of Rights in a Multicultural
Society Project. OER Report.

PUB DATE- Aug 94

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Constitutional History; *Curriculum Development;
Law Related Education; *Multicultural Education; Program
Evaluation; Secondary Education; *Social Studies; Teacher
Education

IDENTIFIERS- *Bill of Rights; New York City Board of Education

This report evaluates the Bill of Rights in a Multicultural
Society Project. The project was developed by the Social
Studies Unit of the Board of Education's Division of
Instruction and Professional Development of the city of New
York. The purpose of the project, which consisted of a week
long summer institute in August 1991 at Brooklyn Law School,
and two follow up workshops held at the end of the following
fall and spring semesters, was to increase the participants'
(secondary-level teachers and administrators) knowledge of the

Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Brain Hemisphere Functions; Classroom Techniques;
*Communicative Competence (Languages); Comparative Analysis;
Cultural Context; Educational Strategies; *English (Second
Language); Foreign Countries; *Free Writing; High Schools;
*Language Processing; Language Research; Linguistic Theory;
Second Language Instruction; *Writing Instruction

IDENTIFIERS- *Japan

The use of freewriting in English-as-a-Second-Language (ESL) instruction as a means of promoting communicative competence is examined, particularly as it may improve high-school-level ESL instruction in Japan. First, the educational environment of Japanese high schools is described, and some problems with the teaching of ESL writing are outlined. Recent research on brain hemisphere functions is reviewed for insights into the mechanism of language communication, especially the important role played by the right brain. Applications of this research to the teaching of writing are then explored, with particular attention given to how the process of freewriting activates right brain functions such as imagery, intuitiveness, and emotions. This section also explores ways in which the practice of freewriting can address some of the problems of writing instruction in Japan. Finally, practical applications of freewriting principles in the Japanese high school classroom are offered. Contains a 50-item bibliography. (MSE)

ED 381 009

FL 022 843

Olson, Susan M.

Native and Non-Native English Speakers' Current Usage of "Can" and "May" in Requesting Permission.

PUB DATE- 95

NOTE- 9p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adults; Comparative Analysis; English (Second Language); *Grammar; *Grammatical Acceptability; *Language Patterns; Language Usage; *Limited English Speaking; *Native Speakers; Questionnaires; Surveys

IDENTIFIERS- *Politeness; *Requests

A study investigated patterns of usage of "can" and "may" (e.g., "May/Can I go to the bathroom?") among native speakers and non-native speakers of English. A questionnaire was administered to 25 native English-speakers, most aged 19-26 and the remainder over age 45, and 56 non-native speakers taking advanced English-as-a-Second-Language classes. The questionnaire contained ten questions (five posed to a friend, three to a teacher, two to a parent), all requesting permission. Respondents chose between "may" and "can" according to their assumptions about their normal use in natural speech. Results indicate that "can" was used much more than "may" among native speakers, although "may" was used noticeably more in speaking to a teacher. Younger native-speaking respondents used "may" more often when speaking to a friend and "can" more often with parents. Among non-native speakers, "can" was used less often than among native speakers, especially in the younger age group, and "may" was used more when addressing a teacher. Overall, non-native use of "can" was similar to that of the younger native-speaker group, except in addressing a teacher. Recommendations for classroom teaching of

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - General (020), Historical Materials (060), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Bilingual Education; Bilingualism; *Cultural Maintenance; Dialects; Early Childhood Education; Educational Innovation; Ethnic Bias; *FLES; Higher Education; *Intercultural Communication; Language Attitudes; *Language Proficiency; Mexican Americans; Minority Groups; Multicultural Education; Preschool Children; *Second Language Instruction; *Second Language Learning; Spanish Speaking; Teacher Education; Teacher Qualifications; Teaching Methods; Young Children

IDENTIFIERS- *Andersson (Theodore); Modern Language Association; Two Way Bilingual Education

The accomplishments of Theodore "Tug" Andersson (1903-1994) cover four major areas: (1) the teaching of modern languages in general; (2) the foreign languages in the elementary school (FLES) in particular; (3) bilingual education in the United States; and (4) preschool biliteracy. The 11 articles of Andersson's work are as follows: (1) "FLES after Fifty: The Bilingual Legacy of Theodore Andersson" (William F. Mackey); (2) "Some Early Encounters" (Joshua A. Fishman); (3) "Yet Another Tribute" (Wallace Lambert); (4) "A Very Sane Man of La Mancha" (Robert Lado); (5) "Pioneer, Visionary, Educator" (George M. Blanco); (6) "An Intellectual Foundation for Bilingual Education" (Eugene Garcia); (7) "Scholarship, Geniality, and a Sense of Fun" (Muriel Saville-Troike and Rudy Troike); (8) "A Man with a Clear Vision of the Big Picture" (Chester C. Christian, Jr.); (9) "A Student's Perspective" (Carol A. Evans); (10) "Communication in Interaction: A Total Approach" (Ragnhild Soderbergh); and (11) "Challenging Language Prospects: A View of the Scholarly Work" (Carol A. Evans). A biographical sketch is included. (Contains 78 references.) (LR)

ED 381 030

FL 022 890

Bibliographie Moderner Fremdsprachenunterricht 1994 (Bibliography of Modern Foreign Language Instruction 1994).

PUB DATE- 94

NOTE- 525p.

LANGUAGE- German

EDRS Price- MF02/PC21 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131), Collected Works - Serials (022)

DESCRIPTORS- Annotated Bibliographies; Foreign Countries; *Instructional Materials; *Language Research; *Modern Languages; *Reference Materials; Scholarly Journals; Second Language Instruction; Second Languages

The four 1994 issues of this serialized bibliography on modern second language teaching are included. Each contains citations of recently-published literature on a variety of aspects of language teaching. An introductory section describes the contents and format and lists the periodicals, publishers, and organizations that are the citations' sources. The main sections of the bibliography include: an alphabetical listing of resource materials and instructional materials, listed separately; corresponding annotations; a subject index; an author index; and a title index. In number 1, annotated citations of research works are also included, with related subject and author indexes. (MSE)

ED 381 031

FL 022 891

Kang, Hee-Won; Pham, Kien T.

Universities" (G. Edward Schuh); "The New American Scholar: Scholarship and the Purposes of the University" (R. Eugene Rice); "Making School-University Partnerships Work" (Kenneth A. Sirotnik); "The Metropolitan University and the Community College: A New Symbiosis" (Freeman A. Hrabowski and James J. Links); "Ohio's Urban University Program: Past, Present, and Future" (David C. Sweet); "How Do We Talk about Higher Education's Relationship to the Schools?" (Ernest L. Boyer); "The Role of a Metropolitan University in Facilitating Regional Cooperation" (Mary Ellen Mazey); "Diverse Communities: Diverse Involvements" (Daniel H. Perlman); "Winds of Change: The University in Search of Itself" (Jerome M. Ziegler); "Scope and Limitations of Community Interactions" (Charles P. Ruch and Eugene P. Trani); "Revisiting Continuing Education at the Metropolitan University" (Daniel W. Shannon); "A View from the Center: The Future of Continuing Education in Metropolitan Universities" (Paul A. Miller); "Management Education Reform: Opportunities for Metropolitan Business Schools" (Ronald R. Slone and Richard T. Wines); "The Outreach Role of the Fine and Performing Arts" (Alexander E. Sidorowicz); "Converting the Barbarian: The Role of a Metropolitan University" (Jan P. Muczky); "Navigating the Academic Department into the Twenty-First Century" (Thomas V. McGovern); "Leadership Challenges for Metropolitan Universities: Issues and Approaches" (Daniel M. Johnson); and "The Future of Metropolitan Universities: A Call for Research" (Alfred F. Hurley). Most papers contain extensive references. (JB)

ED 381 049

HE 028 172

Yee, Albert H., Ed.

East Asian Higher Education: Traditions and Transformations.
Issues in Higher Education Series. First Edition.

PUB DATE- 95

NOTE- 211p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Community Colleges; Comparative Education;

Developing Nations; Educational Change; *Educational

Development; Educational Needs; *Educational Policy;

*Educational Practices; Foreign Countries; Graduate Study;

*Higher Education; Private Colleges; Research and Development;

Universities

IDENTIFIERS- *Asia (East)

This volume contains 15 papers on higher education in 13 East Asian societies as well as the region as a whole, including analysis of leading issues such as tyranny versus democracy and state-funded versus proprietary higher education. Following an editorial by A. H. Yee, the papers include: "The University of Tokyo: The Graduate School Reformation Project" (W. Mori); "Traditionalism versus Research and Development at Japanese Universities" (S. Yamamoto); "Higher Education in Hong Kong" (A. H. Yee); "Comparative Higher Education: Burma and Thailand" (Sunait Chutintaranond and Prabob Cooperat); "Malaysian and Singaporean Higher Education: Common Roots but Differing Directions" (T. G. Lim); "Higher Education in Indonesia: Its Development, Problems and Prospects" (S. Ranuwihardjo); "Development of Islamic Higher Education in Indonesia" (M. Nakamura and S. Mishino); "Higher Education in South and North Korea" (R. Kim and Y. S. Ahn); "Universities and Science in China: New Visibility in the World Community" (R. Mayhoe and W. Zhong); "The Difficult Path Toward an Integrated University and Community College System in Vietnam" (K. B. Do); "Higher

large, public Midwestern university to determine the factors they considered important in making a choice of concentration, and at what point these choices were made. The findings indicated that almost 75 percent of the students made their choice prior to entering graduate school, and that 90 percent felt the most important factor influencing their decision was the need to obtain experience in clinical practice before entering social administration. Many of the students reported that they did not have sufficient information about social administration on which to base a decision about their choice of concentration. (Contains 26 references.) (Author/MDM)

ED 381 069

HE 028 192

Immerwahr, John; Boese, Jill

Preserving the Higher Education Legacy: A Conversation with California Leaders. Report No. 95-3.

PUB DATE- Mar 95

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- College Administration; *Educational Attitudes; *Educational Change; *Educational Finance; *Educational Policy; Educational Quality; *Higher Education; *Leaders; Paying for College; Professional Education; Public Policy; Student Costs

IDENTIFIERS- *California

This study reports the results of confidential, in-depth interviews with 29 business, education, and community leaders in California to determine their attitudes toward the higher education needs of the state. The interviews examined areas of consensus and controversy in many facets of higher education policy. The most important findings included: (1) a sense of the importance of higher education and of the urgency of change if California is to maintain its tradition of broad access to high quality education; (2) a belief that higher education must make major changes, analogous to the restructuring that is occurring in the corporate and governmental sectors, to control costs and protect quality; (3) a concern that policy discussions in higher education and the state have become insulated and ineffective; and (4) a recognition of absence of any public process or forum in California for addressing fundamental issues, particularly goals and public purposes of higher education and its supporting policies. An appendix contains methodological notes and the names of the participants in the study. A list of related publications is included. (MDM)

ED 381 070

HE 028 193

Grundy, Tony

Implementing Strategic Change: A Practical Guide for Business.

PUB DATE- 94

NOTE- 250p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Business; *Business Administration; Business Administration Education; Case Studies; *Change Strategies; Foreign Countries; Higher Education; Organizational Objectives; *Strategic Planning

IDENTIFIERS- Change Analysis

in a sound theory of curriculum and guided by a viable multilevel conceptual model of learning. (Contains 39 references.) (JDD)

ED 381 089

HE 028 227

Martin, Ken

Characteristics of Attempts To Handle Indeterminate Situations--
Answering Questions: University Students and University
Graduates with Work Experience.

PUB DATE- Apr 94

NOTE- 13p.; Paper presented at the Annual Meeting of the American
Education Research Association (New Orleans, LA, April 1994).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Cognitive Processes; College Graduates; *College
Students; Education Majors; Higher Education; Influences;
*Protocol Analysis; Questioning Techniques; *Research Needs;
Self Expression; *Situational Tests; Work Experience

This study of the nature and characteristics of thinking examined how university students without full-time work experience and university graduates with work experience think when posed with an indeterminate situation. The focus was on such characteristics as expression tendencies, approaches to responding, thinking movements, and learning enhancers. Subjects included 26 methods-course students in a teacher certification program, 17 university graduates with 5 years of full-time work experience (typically business), and 16 university graduates with 10 years of full-time work experience. Each subject performed two thinking operations out loud during a focused interview. Salient characteristics clusters resulting from the research are listed as "rough starts" of generalizations used to highlight a relationship of the clustered characteristics. These are provided as bases for the reader's own hypotheses for further study. Samples of these characteristics include: the more full-time work experience, the more succinct the responses; and the more inductive thinking, and the more critical thinking, and the less work experience, the more probable fallacies in thinking. Examples of key idea stimulants and insights from the research are provided as an approach to trigger further hypothesis development. (JDD)

ED 381 090

HE 028 228

Pena, Deagelia M.

Factor Scores from Higher Education Finance Variables as
Indicators of Salary.

PUB DATE- 5 Apr 94

NOTE- 59p.; Paper presented at the Annual Conference of the
American Educational Research Association (New Orleans, LA,
April 5, 1994).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Research/Technical (143), Numerical/Quantitative
Data (110)

DESCRIPTORS- Budgets; *College Faculty; *Educational Finance;
*Factor Analysis; Higher Education; Prediction; *Predictor
Variables; *Regression (Statistics); Statistical Analysis;
Structural Equation Models; *Teacher Salaries; Trend Analysis

IDENTIFIERS- Integrated Postsecondary Education Data System

IDENTIFIERS- Clinton Administration; *Department of Education; Direct Lending; Reform Efforts; State Postsecondary Review Entities

This report evaluates Department of Education opportunities to consolidate overlapping education programs, to find cost savings, and to strengthen its "gatekeeping" over schools' participation in student financial aid programs. It notes that, besides already proposed program consolidation, other programs that could be streamlined include vocational rehabilitation programs and small, specifically targeted postsecondary programs. Other programs administered by federal agencies that may overlap with Department programs might also be examined. Regarding cost savings, the Department's proposed budget includes initiatives to realize \$12 billion savings and an estimated \$4.1 billion saved by fully implementing direct lending by 1997-98. The report finds that even if that \$4.1 billion in savings is overstated, substantial cost reduction potential still exists. Department efforts to improve gatekeeping and prevent fraud and waste include two new types of program reviews, a standard survey review and a concentrated team review. The Department also plans a 23-week training program for new reviewers and refresher training for existing personnel; provisional certification of schools; State Postsecondary Review Entities; and modified accrediting organization requirements. Questions are raised about coordinated delivery of services at the local level and about implementation of direct lending and its sensitivity to future macroeconomic conditions. Appendixes contain four tables. (Contains 22 references.) (JB)

ED 381 110

HE 028 280

Barbett, Samuel F.; And Others

Enrollment in Higher Education: Fall 1984 through Fall 1993. E.D.

TABS.

PUB DATE- Apr 95

NOTE- 32p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *College Students; Community Colleges; Enrollment;

*Enrollment Trends; Full Time Students; Higher Education;

Minority Groups; National Surveys; Part Time Students; Private

Colleges; Public Colleges; Sex Differences; Student

Characteristics; Tables (Data); Trend Analysis; Whites

IDENTIFIERS- Higher Education General Information Survey;

Integrated Postsecondary Education Data System

This publication presents detailed data on student enrollment at institutions of higher education from Fall 1984 to Fall 1993 in 24 tables (though most tables include data from 1991 through 1993 only). The data are from the Higher Education General Information Survey (HEGIS) and the Integrated Postsecondary Education Data System (IPEDS). The data reported here pertain only to accredited institutions. Highlights of the data include: (1) in 1993 1.2 percent fewer students enrolled than in 1992, the first decline in total enrollment since 1984 and due entirely to a 3 percent decrease in the number of white, non-Hispanic undergraduate students; (2) the decrease in white student enrollment was offset by increases in enrollments among all other racial/ethnic groups as well as by non-resident aliens; (3) numbers of minority students enrolled increased in public institutions by 2.6 percent; (4) the enrollment of both men and women declined with the number of men decreasing at a slightly higher rate than that of women; (5) full-time

responsibility; school funding and flexibility; disadvantaged children; public and private schools; decentralization; the role of parents; employment and job training programs; major research findings on school choice; and program costs. (AEF)

ED 381 128

IR 017 043

Johnson, Janet; Donley, Jan
Magnet Schools Assistance Program (MSAP). Evaluation Report.
PUB DATE- Jun 94
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Computer Uses in Education; Educational Environment; Educational Technology; Elementary Secondary Education; Enrollment Rate; Evaluation Methods; *Magnet Schools; *Minority Groups; Parent Attitudes; Program Content; Program Effectiveness; Program Evaluation; Public Schools; Racially Balanced Schools; Surveys; Teacher Education; Technological Advancement

IDENTIFIERS- *Wake County Public School System NC

The Magnet Schools Assistance Program (MSAP) was designed to eliminate and prevent minority group isolation in targeted magnet schools in the Wake County (North Carolina) Public School System; this evaluation report examines factors that relate to achieving the MSAP goals and objectives. Parent survey data were used to determine whether increased technology use is likely to attract students not already enrolled in the MSAP schools; enrollment and application data were used to monitor success of MSAP related to recruiting new students; and achievement data, both for longitudinal cohorts and for MSAP schools overall, were used to measure effectiveness related to improved achievement for individual students and improved academic climates at MSAP schools. A summary covering the background, major findings, and recommendations, is included at the beginning of the report. The first section provides a program description, including a background and elementary and secondary school program components. In the second section, the evaluation design and methodology data sources are described. Findings are discussed in the third section, including technology use by classroom teachers, a teacher technology use survey, a parent survey, racial balance, and student achievement. Survey results are shown in 16 figures, and attachments provide a glossary of technology terms; a list of Enloe advanced courses; training dates for instructional technology resource teachers (1993-94); technology use data sheets; and the MSAP teacher survey and results. (AEF)

ED 381 129

IR 017 044

Losak, John; MacFarland, Thomas
An Evaluation of Florida's Model Technology Schools Program: 1988 to 1993: (You Can't Go Home Again). Report 94-02.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- Jan 94
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Political Economy of Education"; "A Small Green Island--Can We Make a Difference? You Have." Volume 2 cover articles, all by the editor, include: "Net-Impressionism, Digital Graffiti, and the Networked School"; "The Learning Revolution"; "NetParents: Building New Bridges of Understanding and Forging New Partnerships"; "The Vocation of Global Citizen"; "Learning Online--Virtual Outward Bound Adventures"; "The Internet--A World of Horizontals"; "Connectivity: One Small Step for Local Schools, One Giant Step for Global Learners"; "From Cybernetic Learning Colonies to a New Constitution for Global Learners"; and "Critical First Steps in Creating Cybernetic Learning Systems." (MAS)

ED 381 146

IR 017 072

Network Simulation Training Instructor's Guide and Student Handouts. Series #B01038.

PUB DATE- 94

NOTE- 62p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Computer Science Education; Computer Software;

*Courseware; *Instructional Materials; Online Systems;

*Teaching Guides; Training Methods; *Tutorial Programs

IDENTIFIERS- *Novell Network

This training material provides the reader with information on the installation of and instruction in the use of the on-line Novell Network V2.15 training software, and consists of an Instructor's Guide and Student Handouts. The instructor's guide includes the following sections: system requirements; installation; starting the tutorial; completing the tutorial; pretest/posttest; scorekeeper--evaluation results database; a written test consisting of 13 true/false, 15 multiple choice and 11 fill-in-the-blank questions; a glossary; and the pretest/posttest answer key. The student handout to be used in the training consists of the following 11 lessons: network basics; directory structure; mappings; command line utilities; menu utilities; login scripts; security; custom menu system; printing; and console commands. A copy of the site license is also provided. (MAS)

ED 381 147

IR 017 073

Braun, Mark J.; Scully, Timothy L.

A Pre-Diffusion Comparison of Urban and Rural Attitudes toward Advanced Television Services.

PUB DATE- 95

NOTE- 34p.; First Place Award, 1995 Paper Competition, Broadcast Education Association, Communication Technology Division.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Attitude Measures; Mass Media; *Population Distribution; *Programming (Broadcast); *Rural Population; Surveys; Telecommunications; *Television Research; *Urban Population

IDENTIFIERS- *High Definition Television

This study was grounded in the geography school of diffusion theory, specifically focusing on Ormrod's concept of "spatial

Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)

DESCRIPTORS- Access to Information; *Computer Networks; *Computer Uses in Education; Electronic Mail; *Elementary Secondary Education; Information Networks; *Media Specialists; School Libraries; Transparencies

IDENTIFIERS- Archie (Internet); File Transfer Protocol; Gopher; *Internet; Telnet; Veronica (Internet); Wide Area Information Servers; World Wide Web

This guide introduces the library media specialist to the Internet, its history and features, and provides information on specific uses of the Internet in school libraries and specific areas. Section 1, "What is the Internet?" introduces the reader to the Internet; electronic mail; telnet; file transfer protocol (FTP); wide area information servers (WAIS); Archie; Gopher; Veronica; and World Wide Web (WWW). Section two provides guidelines on "Introducing the Internet to Students," and discusses acceptable use policies, and Internet use with elementary, middle school, and high school students. Suggestions on "Introducing the Internet to Faculty and Staff," found in section 3, include an introduction to general education information, ERIC, library-specific information, and lists. Section 4 outlines "Uses of the Internet in School Libraries," including professional resources, reference, keypals and penpals, interactive games and fun, exploration, and the Internet Hunt. Section 5, "Uses of the Internet in Specific Content Areas," discusses Internet resources in English/language arts; math; science; social studies/history; foreign languages; fine arts/music; and physical education and health. Computer equipment and access is the subject of section 6, "Getting Online." Section 7 provides information on 18 Internet access points. A 30-item bibliography is included. Two appendices offer instruction in electronic mail and file transfer protocol (FTP), and eighteen transparencies are provided which are intended to be used in Internet training.
(MAS)

ED 381 166

IR 055 459

Simpson, Carol Mann

Copyright for School Libraries: A Practical Guide. A Special Report. Professional Growth Series.

PUB DATE- 94

NOTE- 102p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)

DESCRIPTORS- Audiovisual Aids; Computer Software; *Copyrights; Facsimile Transmission; *Fair Use (Copyrights); *Information Policy; *Information Sources; Interlibrary Loans; *Legal Responsibility; Printed Materials; Public Schools; Reprography; *School Libraries

IDENTIFIERS- Document Delivery

This monograph presents examples of typical public school situations involving copyright issues; the advice provided is based on a conservative interpretation of the copyright law. The following topics are discussed: history and liability; fair use; print materials; audiovisual works; computer software; interlibrary loan, photocopying, facsimile, and document delivery; permissions (copyright versus contract); implications for administrators; and the importance of a copyright policy.

base, including information on market identification, characteristics of the current teen-age and returning/recareering adult populations, and trends in customer educational and career objectives. This section also presents results from a spring 1994 MCCCC self-study of management/marketing student characteristics and satisfaction and training needs of local businesses. Finally, a case is made for developing partnerships between business and education and recommendations in 18 areas are made for increasing marketing and management enrollment, including scheduling, advisement, recruitment/retention, delivery systems, curricula, marketing, and accountability systems. Appendixes include the project proposal, survey instruments and results, and MCCCC statistical data. (KP)

ED 381 185

JC 950 155

Jardine, Douglas K.
Altering Governance.

PUB DATE- 3 Mar 95

NOTE- 42p.; Paper presented at a Community College Symposium held at the University of Arizona (Tucson, AZ, March 3, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Administrative Change; Administrative Organization;
*College Governing Councils; Community Colleges; *Educational
Legislation; Foreign Countries; *Governing Boards;
Organizational Change; *Participative Decision Making; Power
Structure; School Restructuring; Two Year Colleges

IDENTIFIERS- *Bill 22 (British Columbia); *British Columbia

Until recently, corporations of all kinds, including educational institutions, were hierarchical structures. Today, the most successful private sector corporations are flexible collectives of teams and production units. To achieve this success, covenantal relationships, based on a shared commitment to ideas, values, goals, and management processes are established. While most public sector organizations have remained untouched by these developments, some colleges in British Columbia, such as Capilano College (CC) have voluntarily begun establishing covenantal relationships, and the provincial government has rewritten enabling legislation to force consultation among faculty, staff, students, administration, and boards of governors. Bill 22, the new legislation, changed the structure of community college governing boards from all government appointees to a mix of appointees, faculty, staff, and students. It also created an educational council of faculty, staff, students, and administrators to advise the board. The legislation is an attempt to capture in law, the character and spirit of covenantal employee relationships. At CC, the board voted even before the passage of Bill 22 to bring in members from the college community as "ex-officio" members of the board, including one representative each from the faculty, staff, student body, and non-executive administrative group. It is essential that college boards adopt practices of participative management to deliver the quality of services that consumers need and want. (KP)

ED 381 186

JC 950 160

Lewallen, Willard Clark

Multiple Measures in Placement Recommendations: An Examination of

Commerce as those leading to "Top Jobs in Florida," Although a statistical analysis was not conducted on students enrolled in Associate in Arts (A.A.) programs, the Commission found that the length of A.A. degrees has expanded beyond the traditional 60 semester credit hours (SCHs) at every community college except three. General education (GE) requirements at many colleges have also expanded beyond the minimum 36 SCH mandated. Based on statistical data analysis of the AS programs, it does not appear that program length has a significant effect on any of the specified student outcomes. Based on study findings, the Commission recommended that the number of student credit hours in A.A. degree programs be limited to 60 SCHs, and that the A.S. degree should be awarded upon satisfactory completion of not less than 60 college credits including 18 hours of general education requirements. (KP)

ED 381 202

JC 950 188

Henderson, Cathy

Undergraduate Certificate Programs of Less than Two Years: 1991-92. Research Briefs, Volume 6, Number 1, 1995.

PUB DATE- 95

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- College Programs; Community Colleges; Continuing Education; *Educational Certificates; *Educational Trends; Education Work Relationship; *Employment Projections; Postsecondary Education; School Demography; *Student Characteristics; Two Year Colleges; *Two Year College Students; *Undergraduate Study

Many higher education institutions serve students enrolled in specialized training courses who receive undergraduate certificates rather than degrees. In academic year 1991-92, almost 65,000 postsecondary students earned certificates for programs of less than 1 year, and nearly 117,000 completed requirements for programs lasting between 1 and 2 years. Based on the National Center for Education Statistics survey of earned degrees and the Bureau of Labor Statistics (BLS) labor force projections for 1992-2005, programs of less than 1 year duration showed the following characteristics: 53% of the students were women and about 1 in 5 was an ethnic minority; 7 in 10 students received their certificates at community colleges; certificate programs were offered at 624 institutions; among men, the three most popular programs were commercial vehicle operator (14%), emergency medical technology (10%), and law enforcement (6%); and among women, the three most popular programs were nurse assistant (19%), administrative assistance (5%), and emergency medical technology (4%). For programs lasting between 1 to 2 years, about 61% of students were women and 1 in 4 students were ethnic minorities; two-thirds of students completed their certificates at public two-year institutions; programs were offered at 1,350 institutions; and mechanical trades were chosen most often by men, while the most common program for women (19%) was licensed practical nursing. BLS projections are favorable for occupations open to certificate programs. (MAB)

ED 381 203

JC 950 189

Class of 1994, Annual Report: NH Technical Colleges and Institute and NH Police Standards and Training.

PUB DATE- 95

service employers, the most important skills for employees were communication skills. The study concluded that the Department was meeting the initial training needs of industry, but not its upgrade needs; that there was not conclusive evidence for the restaurant management program; and that there was support for the Alumni Association. (KP)

ED 381 219

JC 950 216

South Seattle Community College Student Personnel Services Survey
Results--Fall 1993.

PUB DATE- 93

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Career Counseling; College Students; *Community Colleges; Counseling Services; Grievance Procedures;

*Participant Satisfaction; *Program Effectiveness; School

Registration; *Student Attitudes; Student Financial Aid;

*Student Personnel Services; Student Surveys; Testing Programs;

Two Year Colleges; Use Studies

IDENTIFIERS- *South Seattle Community College WA

In November 1993, South Seattle Community College (SSCC) surveyed 990 students in a random sample of classes regarding their use and perceptions of 7 college student personnel services: registration; testing services; advising, counseling, and the counseling center; financial aid; student programs; the career center; and student success services. Study findings, based on 551 responses, included the following: (1) 90% were satisfied with the timeliness and courteousness of registration services; (2) 90% of the vocational and liberal studies Division students were tested prior to enrollment, while 80% of all the respondents were satisfied with access to testing services; (3) 90% indicated that they received accurate information from counselors and another 90% were satisfied with career and personal counseling services; (4) 66% agreed that financial aid staff provided them with accurate and consistent information, while 67% were satisfied with staff helpfulness and availability; (5) 80% were satisfied with student cultural, social, recreational, and political activities; (6) 79% would recommend the Career Center to others; (7) 81% agreed that the Career Center provided information helpful in finding employment; (8) 90% of the students had never heard of SSCC's student success services; and (9) 20% had talked to an administrator, faculty, or staff about a complaint, 85% were made aware of their rights, and 64% to 77% were satisfied with the service received. (KP)

ED 381 220

JC 950 217

Institutional Effectiveness Assessment Process, 1993-94.

Executive Summary. Hospitality and Service Occupations
Division, Floristry Department.

PUB DATE- 94

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Outcomes Assessment; Community Colleges;

*Education Work Relationship; *Employer Attitudes;

Floriculture; Graduate Surveys; *Ornamental Horticulture

Occupations; *Participant Satisfaction; *Program Effectiveness;

& Teachers. (Revised Edition).

PUB DATE- 94

NOTE- 32p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (Q55)

DESCRIPTORS- Attention; Attention Deficit Disorders; *Behavior Change; *Behavior Problems; *Change Strategies; Discipline; Incentives; Parent Child Relationship; *Positive Reinforcement; Praise; *Preschool Children; Preschool Education; Preschool Teachers; Self Esteem; Self Motivation; Teacher Response; Teacher Student Relationship; Timeout

This booklet is intended to help teachers, aides, and parents of preschool-age children to establish desirable behaviors and eliminate inappropriate behaviors in their children. Following a list of definitions, the booklet discusses how to discriminate between different types of behavior and how to choose the appropriate level of response. Major steps in changing behavior are discussed, including raising the child's self-esteem, establishing rules, getting a child's attention, using warnings and corrective feedback, and making consequences clear. A team approach to positive behavior reinforcement is included for teachers and assistants who need to present a united front. Also included is a list of suggestions for promoting positive behavior, a discussion of extrinsic and intrinsic reinforcers; a list of alternatives to lashing out at misbehaving children, and a list of characteristics common to children with attention deficit disorder with and without hyperactivity. Attached are a child development screening form, child-family referral form, and a list of 101 ways to praise a child. (WP)

ED 381 238

PS 023 031

Whaley, Deborah W.

A Plan of Action for Recruitment and Evaluation of the Child Care Credential Training Program for Child Care Professionals.

PUB DATE- 94

NOTE- 54p.; Ed.D. Practicum, Nova Southeastern University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- *Certification; *Day Care; Early Childhood Education; Mass Media Use; Practicums; Program Descriptions; *Program Evaluation; *Public Relations; *Student Recruitment; Teacher Education; *Teacher Education Programs

This practicum project was designed to formulate and initiate a plan of action to promote and evaluate a community college Child Care Credential (CCC) training program. A pre-implementation survey indicated that few child care professionals in the community knew of the program or its characteristics. A media campaign was designed to promote the program and recruit child care professionals to it. It consisted of implemented. The campaign consisted of radio and television public service announcements, newspaper advertisements, presentations at local professional meetings, and a mass mailing to all child care centers and professionals in the community. The CCC training program developed by the state Division of Child Development was then presented to 100 participants over an 11-week period. Analysis of entrance and exit surveys to program participants found that the CCC

This report summarizes a 3-day symposium held to explore issues surrounding child-to-child sexual behaviors among preschool children. The participants included professionals from a range of fields--education, higher education, therapy, curriculum design, and training. The first part of the symposium involved an open exchange of issues and ideas on topics related to child-to-child sexual behaviors. The introduction discusses the purpose of the symposium, presents research on levels of child sexual behavior, examines sexual behavior problems, and debates possible courses of action. The second part of the report consists of reports from three working groups that made recommendations on specific areas within the general topic of the symposium. Group 1 was concerned with categorizing child-to-child sexual behaviors and understanding what causes a behavior to be problematic. Three categories of child-to-child sexual behaviors were devised: Developmentally Expected, Behavior Suggesting Dysfunctional Development, and a category between these two. Group 2 dealt with issues surrounding responses to sexual behaviors in child care settings, and reporting child-to-child sexual behaviors in these settings, emphasizing open and constant communication between child care staff and parents. The last group addressed topics surrounding teaching staff and discusses how to support healthy sexual development in young children, and how to respond appropriately to child-to-child sexual behaviors, emphasizing reflection on cultural differences in the appropriateness of behaviors. (BAC)

ED 381 259

PS 023 146

Hannon, Peter

Literacy, Home and School: Research and Practice in Teaching Literacy with Parents.

PUB DATE- 95

NOTE- 170p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Books (010)

DESCRIPTORS- Early Childhood Education; Elementary Education; Family School Relationship; Foreign Countries; *Literacy; *Literacy Education; *Oral Reading; *Parent Role; *Parents as Teachers; *Parent Teacher Cooperation; Reading Research; Reading Skills; Student Evaluation; Teacher Role; Writing Research

IDENTIFIERS- *England

This book discusses what can be done to extend literacy and raise literacy standards for all sections of the population, the relationship between home learning and school learning, and the role of parents in their children's education, focusing on the situation in England. It is designed to assist teachers who work cooperatively with parents in the education of their children. The book brings together several lines of research and offers new ways of thinking about parental involvement which will interest both researchers and practitioners. Eleven chapters focus on: (1) the meaning of literacy; (2) the changing role of parental involvement in their children's literacy education; (3) the case for significant parental involvement in their children's education; (4) working with parents of preschool children; (5) working with parents of school-aged children; (6) the importance of having parents hear their children read; (7) prescriptive approaches to hearing reading, behaviorist programs, in-school activities, and family

DESCRIPTORS- Aggression; Competition; Elementary Education; *Elementary School Students; Grade 3; Grade 5; Peer Relationship; Play; *Playground Activities; *Recess Breaks; Sex Bias; *Sex Differences; Sex Stereotypes; *Student Attitudes
A study examined the differences in what boys and girls choose, or are free to choose, to do on the playground during recess. Given the apparent problem that boys dominate the playground area, leaving girls on the perimeter, it was hypothesized that girls engage in passive, non-competitive, small group activities, whereas boys engage in aggressive, competitive, larger group activities thus making their activities traditionally gender stereotyped. Subjects were 170 third- and 232 fifth-grade children, approximately half boys and half girls in each group from two different schools in Danbury (Ohio) and Perkins (Ohio) respectively. Children completed a questionnaire that asked several questions, but only one of which was evaluated: "What is your favorite thing to do at recess?" Results indicated that the top rated activities for third-grade girls were swinging, playing ball, and teeter totter. Third-grade boys chose soccer, basketball, kickball, and swinging. Fifth-grade girls most often chose swinging, walking and talking with friends, and 4-square. Fifth-grade boys chose soccer, football, and swinging. These activities were then rated according to energy expended, competition, and group size. Analyses supported the hypothesis that girls choose passive, non-competitive, small-group activities, whereas boys choose aggressive, competitive, larger group activities. Results suggest that girls' choices were limited; boys tended to choose activities covering a wider range of choices. (HTH)

ED 381 278

PS 023 206

Mulligan, Mary

Parental Expectations of Public Preschool Programs in the Hardin County Area.

PUB DATE- Dec 94

NOTE- 15p.; Dot-matrix print may not copy well.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Ancillary School Services; *Educational Environment; Educational Objectives; Learning Activities; *Parent Attitudes; *Parent School Relationship; *Preschool Education; *Public Education; School Attitudes; Socialization
IDENTIFIERS- Ohio (Hardin County); *Play Learning; Project Head Start

An exploratory study examined the expectations of parents toward goals, curriculum, and services of the public preschool in Hardin County, Ohio. Previous studies have shown that the goals of the preschool influence the curriculum and determine whether the preschool is academic or social in nature, that academics are emphasized even though play has been determined to be the way children learn, that a strong partnership with parents at the preschool level benefits children, and that a strong partnership with parents is evident in the Head Start program. Participants of the study were 23 parents of public preschool children, surveyed as to their perceptions and expectations regarding goals of preschool curriculum, other possible services provided by the preschool, and curriculum committee membership. The data obtained suggest that parents wanted the following: (1) a strong partnership with the teachers; (2) a strong academic environment that also stresses play as the learning medium; (3) an opportunity for children to learn

PUB DATE- Mar 95

NOTE- 9p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Disabilities; Educational Finance; *Educational Trends; Elementary Secondary Education; *Finance Reform; Inflation (Economics); *Program Costs; Public Schools; Regular and Special Education Relationship; Rural Education; School District Spending; *Special Education; *State Aid

IDENTIFIERS- *Cost Containment; *Nebraska

Nebraska public schools have experienced a substantial growth in the numbers of children being served by special education programs, particularly in the past 10 years. This increase in services has greatly impacted state budget allotments for special education. For example in 1994, \$115 million was appropriated to Nebraska school districts for special education costs; for the 1995-96 school year, the amount will rise to \$122 million. The main reason for this increase is the addition of staff members and programming to meet the needs of an increasing number of disabled children. Other reasons why special education costs more than regular education include: (1) a low teacher/student ratio; (2) an increase in the survival rate of disabled children; (3) de-institutionalization of children with severe disabilities; (4) extended school year and extended school day; (5) inflated equipment costs; (6) high costs associated with inclusion; (7) facility improvements increasing accessibility for the disabled; (8) providing services to students placed in private schools; (9) excessive paperwork; (10) transportation costs; (11) shifting of financial responsibility between state agencies; and (12) an increase in student referrals from regular education and other sources. This paper suggests that placing a cap on special education costs is not the answer to control costs, but rather that some costs should become the responsibility of regular education, the Department of Public Institutions, and the Department of Social Services. (LP)

ED 381 298

RC 020 019

Montgomery, Diane; And Others

Creativity in Rural Special Education Settings: An Example with Transition.

PUB DATE- Mar 95

NOTE- 7p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Community Resources; *Creative Thinking; Disabilities; Educational Needs; Educational Practices; *Education Work Relationship; Models; *Problem Solving; Program Effectiveness; Rural Areas; *Rural Education; Secondary Education; Secondary School Students; *Special Education;

problem solvers, and responsible advocates for their own needs. Surveys of college students with disabilities from rural communities provide perspectives on the availability of support services on campus and advice on how high school students with disabilities can prepare themselves for college. Particularly important skills relate to self-advocacy, initiative, and time management. These skills can be used to address disability-related transition issues, such as self-reporting of disability, articulating accommodation needs, coordinating auxiliary assistance, and making living arrangements. This paper lists differences between high school and college environments, questions for teachers to assess student independence, and strategies to develop student decision-making skills. (SV)

ED 381 314

RC 020 035

Beckstrom, Jefferey; And Others
Team Oriented Mentoring To Promote Professional Development and Staff Retention.

PUB DATE- Mar 95

NOTE- 8p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Beginning Teacher Induction; Educational Principles; Elementary Secondary Education; Interprofessional Relationship; *Mentors; Models; *Portfolios (Background Materials); *Professional Development; *Teamwork

This paper outlines a model of interprofessional assistance and mentoring used to orient new staff members in a special education program. The mentoring model calls for three basic dispositions: opening ourselves, leading incrementally, and expressing care and concern. All mentors attempt to manifest the three dispositions as they relate to the needs of the new teacher and as they engage in mentoring functions (teaching, sponsoring, encouraging, counseling, and befriending) and activities (demonstrations, observations and feedback, and support meetings). As the induction process begins, the new staff person starts a personal growth portfolio. Initially, the portfolio contains mechanical checklists of primary resource persons in each program area. As program information is acquired, it is recorded in the portfolio. Eventually, the portfolio contains a personal, long-term, professional growth plan worked out with supervisor and mentor. The induction process is organized into three phases. The first two, which last a total of 2-6 months, are designed to smooth entry into the system and to bring new staff into contact with as many veteran staff as is possible. In the third phase, the new teacher begins the task of acquiring and fine-tuning the many new skills required in the program, and selects one staff member who will act as mentor and coach. This paper contains a personal growth portfolio checklist for the three induction phases. (SV)

ED 381 315

RC 020 036

Irby, Beverly J.; And Others
Career Paths, Career Aspirations, Networking, and Mentoring among

ASL hand formations. ASL is familiar to learners with a variety of disabilities, particularly those in the deaf community. The problem is that gang members have invented their own hand shapes and signs that closely resemble ASL. This is a critical consideration when teaching students with disabilities sign language. These signs, which are essential for conversation, can be dangerous in some communities, including rural areas that have seen an increase in gang activity. Professionals in rural areas need to inform students on how to avoid conflict with gang members. First, students need to find out and then avoid gang colors, symbols, and styles of clothing. Secondly, students need to be aware of how to handle a dangerous situation in gang territory. For example, an individual may accidentally give a hand signal that offends a gang member. The individual needs to politely explain that sign language is how they communicate and that no offense was meant. Finally, one should avoid any interactions with gang members. An individual's behavior or attitude may be viewed as disrespectful if he or she refuses to complete a request by a gang member in authority. A table that compares examples of ASL terms and hand formations with gang signs and hand formation is attached. (LP)

ED 381 331

RC 020 052

Dreisbach, Melanie; And Others
A Description of an Inclusion Model That Is Working in a Rural Area.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Mar 95

NOTE- 7p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *American Indian Education; Educational Change; Elementary Secondary Education; Higher Education; *Inclusive Schools; Individualized Education Programs; Mainstreaming; *Regular and Special Education Relationship; *Rural Schools; School Districts; Special Education Teachers; Teacher Role IDENTIFIERS- Facilitators; *Kayenta Unified School District AZ; Navajo Reservation; Social Acceptance

This paper describes an inclusion program at the Kayenta Unified School District (KUSD), located on the Navajo Reservation in northeastern Arizona. KUSD is a rural school district with approximately 2,800 students enrolled in 4 schools (primary, intermediate, middle, and high schools). Virtually all students are Navajo, with 88 percent of students specifying Navajo as their home language. Disabled students represent 6-9 percent of each school's population. In 1991 KUSD abandoned the pull-out program for special needs students in favor of an inclusion model where regular classroom teachers assume instructional responsibility for all students. Special educators or support facilitators help classroom teachers develop appropriate goals and objectives; modify the regular curriculum; work with students in individual and small-group arrangements; team teach; and carry out other responsibilities involved with coordinating services. Also available are school liaisons who make home visits, paraprofessionals who function as individual

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arithmetic; *Division; Elementary Education;
*Elementary School Teachers; Higher Education; *Mathematics
Instruction; Preservice Teacher Education; *Questioning
Techniques
IDENTIFIERS- Mathematics Education Research; *Preservice
Teachers; Problem Posing; Situated Learning; *Subject Content
Knowledge

Previous research has suggested that many elementary school teachers have a firmer understanding of addition and subtraction concepts than they have of more complex topics in elementary mathematics, such as division. In this study, (n=24) prospective elementary teachers' understanding of aspects of division involving remainders was explored by examining the problems they posed. The teachers' responses revealed a clear preference for posing problems associated with real world contexts, suggesting that the term "story problem" had that particular meaning for this group. Although the vast majority of problems were situated in contexts, the problems and solutions frequently did not represent a solid connection between the mathematical and situational aspects of the problem. About two-thirds of the subjects spontaneously posed problems and proposed solutions that reflected their understanding of the relationship between the given computation and at least one member of its family of associated computations. For 20 posed problems, almost all of which were partitive division situations, subjects failed to specify the need for equal-sized groups or the number of items per group in the division situation being posed. The findings were that, although some aspects of division, such as its connection to different types of problem situations and its relationship to multiplication, were fairly well understood by most of the subjects in this study, limited or flawed understanding was also noted in many different areas. The document contains examples of the question sheets used in the study and examples of posed problems. (Contains 14 references.) (MKR)

ED 381 349

SE 056 044

EAGLE: Earth Action Guardian Leadership Experiences.

PUB DATE- 94

NOTE- 65p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141); Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Class Activities; *Conservation (Environment);
Educational Resources; Elementary Education; Elementary
Schools; Environmental Education; Group Activities; High
Schools; Middle Schools; *Program Descriptions; *Program
Development; School Activities; *Student Projects

IDENTIFIERS- *Environmental Education Programs; *Indiana State
Department of Education

This publication shares ideas, exemplary programs, resources, and schools involved in the 1993-1994 EARTH FOREVER program sponsored by the Indiana Department of Education. Educators and students are challenged to plan activities and develop similar Earth Action Guardian Leadership Experiences (EAGLE) programs. Sixteen elementary, middle, and high school programs are profiled. Twenty-three projects are suggested for schools that are developing programs. Twenty-eight organizations that produce environmental education materials are listed. Sierra Club Resources including slide shows, videocassettes (VHS), filmstrips, and films are provided in a separate annotated

IDENTIFIERS- NCTM Curriculum and Evaluation Standards; Situated Learning

This book contains real-life mathematics problems and is designed to conform to the National Council of Teachers of Mathematics' (NCTM) goals as outlined in the NCTM Curriculum and Evaluation Standards for School Mathematics. The problems come from each person's day-to-day experiences in their careers. Persons from various careers represented are as follows: banker, landscaper, veterinarian, administrator, pizza restaurant manager, lawyer, farmer, Taekwon-do instructor, auto repair shop owner, travel agent, truck driver, horse stable owner, contractor, police detective, disc jockey, zoo keeper, electrician, fireman, fitness program director, newspaper editor, engineer, sporting goods specialist, recycling representative, archeologist, nurse, airplane pilot, mayor, and writer. A solution key for the problems is included. (MKR)

ED 381 371

SE 056 119

Sevilla, Jennifer; Marsh, David D.

Inquiry-Oriented Science Programs: New Perspectives on the Implementation Process.

PUB DATE- Apr 92

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Education; Elementary School Teachers;

***Inquiry; Longitudinal Studies; *Program Implementation;**

Science Curriculum; Science Education; *Science Programs

IDENTIFIERS- Hands On Science; *Project SEED; *Teacher Concerns Model

The purpose of this study is to examine patterns of implementation of an inquiry-oriented science program for elementary school students. Project SEED (Science for Early Education Development) is a hands-on science education program for elementary school students in grades kindergarten through 5th. Teachers in 20 elementary schools in Pasadena Unified School District (California) who are using Project SEED kits in their classrooms were part of a longitudinal study. The Concerns Based Adoption Model (CBAM) was used to assess the implementation process at the individual teacher level. Teachers were found to reach fairly advanced concerns, as portrayed by a Stages of Concern instrument, early in their implementation efforts while actual use focused on solving mechanical problems such as time management and ways to help students "finish" the lesson. In addition, teachers were shown to have implemented the less demanding aspects of inquiry-oriented science programs while the more demanding aspects remained to be implemented. The paper discusses how teachers can come to use Project SEED or other inquiry-oriented science programs which place a greater emphasis on the conceptual and process of science outcomes. (LZ)

ED 381 372

SE 056 120

Sustainable Agriculture in Print: Current Books. Special Reference Briefs: SRB 95-02.

PUB DATE- Mar 95

NOTE- 33p.; Updates SRB 94-06.

LANGUAGE- English

into various subject areas. Activities and related student projects make use of inexpensive and easy-to-find materials and tools. Activities are arranged into four basic units including: (1) investigating the space environment; (2) dressing for spacewalking; (3) moving and working in space; and (4) exploring the surface of Mars. Contains 17 references and 25 resources. (LZ)

ED 381 393

SE 056 244

Foundation for the Future: Turning Points.

PUB DATE- 95

NOTE- 32p.; Photographs may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Demonstration Programs; *Educational Change; Elementary Secondary Education; Engineering Education; *Individual Development; Mathematics Education; *Personal Narratives; Science Education

IDENTIFIERS- *Reform Efforts

This booklet, the third publication in the Foundation for the Future series, illustrates how involvement in the Directorate for Education and Human Resources' (EHR's) projects has been a watershed for many people. The personal profiles contained within describe how EHR programs are: changing people's lives, opening people's minds to new possibilities, setting people on new courses and new directions, energizing people to develop new ideas and make them a reality, and leading people to revelations about how change can be accomplished. (MKR)

Ed 381 394

SE 056 247

Mason, Diana

Assessing Student Problem-Solving Success on Selected Topics in Introductory Chemistry.

PUB DATE- Apr 95

NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Algorithms; *Chemistry; College Students; Higher Education; Instructional Improvement; *Introductory Courses; *Problem Solving; Science Education; *Scientific Concepts; Student Evaluation; Student Surveys; *Thinking Skills; Undergraduate Study

Incident identification graphs can be used to diagnose areas of difficulty in a subject's problem-solving schema at the episodic level. In this study, 22 subjects (2 experts and 20 novices) categorized into five problem-solving groups (expert, high algorithmic/high conceptual, low algorithmic/high conceptual, high algorithmic/low conceptual, and low algorithmic/low conceptual) were interviewed while solving problems on four topics generally found in introductory-level college chemistry (i.e. density, stoichiometry, bonding, and gas laws). Further analysis yielded that the conceptual-mode problem of the paired question was far more difficult and less often solved correctly for all groups of subjects (except high algorithmic/high conceptual groups) than the corresponding algorithmic-mode problem although the algorithmic-mode problem

teachers often use outside of their classrooms, and the authoritarian manner that many of them adopt in the teaching situation. Chapters 7-9 focus on the challenges that face emancipatory action research in South Africa. The final chapter, 11, provides an overview. (DK)

ED 381 414

SO 024 241

Bicouvaris, Mary Vassilikou
Building a Consensus for the Development of National Standards in History.

PUB DATE- May 94

NOTE- 194p.; Ph.D. Dissertation, Old Dominion University.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Dissertations/Theses - Doctoral Dissertations (041)

DESCRIPTORS- Decision Making; Educational Research; Elementary Secondary Education; Group Dynamics; Group Experience; *History; *History Instruction; Persuasive Discourse
IDENTIFIERS- Consensus; *National History Standards; *National History Standards Project

This document presents a research project that examined the process used by the National History Standards Project to build consensus for the development of national standards for teaching history in U.S. schools. Among the contentious issues on which the National History Standards Project had to reach consensus were: (1) content versus process; (2) the place of western civilization in the teaching of world history; and (3) the inclusion of minority contributions in the teaching of U.S. history. This dissertation is a case study that creates a chain of evidence with explicit links between the questions asked, the data collected, and the conclusions drawn. Multiple sources of evidence include primary data, participant observations, with purposeful group interviews conducted to corroborate the evidence. The conclusion reached in this study is that the National History Standards Project achieved a substantial and broad consensus of historians, professional associations, precollegiate teachers, and a wide spectrum of civic, educational, professional, and minority associations to write national standards for history. How the consensus building process of the National History Standards Project might be applied to similar situations is also discussed. Contains 184 references. (DK)

ED 381 415

SO 024 335

Fulbright-Hays Seminars Abroad Program June 23-July 26, 1993.
Brazilian History and Culture Program.

PUB DATE- 93

NOTE- 522p.; Some papers contain light/broken print, photographs, and illustrations which may not reproduce well.

LANGUAGE- English

EDRS Price- MF02/PC21 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *American Indians; Blacks; Correctional Institutions; Curriculum Development; Curriculum Enrichment; Demography; Developing Nations; *Economic Development; Educational Change; *Females; Fine Arts; Foreign Countries; Higher Education; Inflation (Economics); *Racial Discrimination; Secondary Education

IDENTIFIERS- *Brazil; Fulbright Hays Seminars Abroad Program

McCarthy, Kevin J.
The Two Places Every School Reaches Quality.

PUB DATE- 94

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Athletics; Bands (Music); *Cooperation; Elementary
Secondary Education; Group Behavior; Interpersonal
Relationship; Morale; *Organizational Development; Team
Training; *Teamwork; *Total Quality Management

This paper indicates that there are two school locations where the principles of quality are at work: on the team practice field and in the band rehearsal hall. Participants in instrumental music and athletics have shown significantly higher scores on achievement tests, higher grade point averages, and lower absenteeism than the rest of the school population. The methods used by the coach and the director are arrived at without reference to Deming's work or each other but reflect solutions to the same concerns faced by total quality management (TQM). The paper isolates these techniques and suggests ways of applying them to other educational settings. Barriers to classroom implementation are enumerated and alternative strategies are examined. (EH)

ED 381 435

SO 024 703

Hirshberg, Diane; Wells, Amy Stuart
The Importance of Understanding the Social, Political and
Historical Context of Education Reform: How Much Is Enough?

PUB DATE- Apr 94

NOTE- 27p.; Paper presented at the Annual Meeting of the American
Educational Research Association (New Orleans, LA, April 4-8,
1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Reports - Research/Technical (143)

DESCRIPTORS- *Ability Grouping; *Change Strategies; *Educational
Change; *Educational Improvement; *Educational Innovation;
Educational Trends; Innovation; *School Restructuring;
Secondary Education; Social Science Research; Student
Placement; *Track System (Education)

This paper describes a longitudinal study of 10 racially mixed secondary schools across the country where the leadership decided to move toward reducing ability grouping or tracking in their school. Examples of the schools under study included an Appalachian school in a moderately-sized city and a wealthy suburban school of a large metropolitan area of the Midwest. It is not possible to understand the change process in a school without understanding the social, political, and historical context within which the school exists. Research on education politics and policy making at the local level showed that community type and the issues being debated affect the decision making process. Contains 19 references. (EH)

ED 381 436

SO 024 704

Timm, Joan Thrower
The "American Dilemma": Individualism, Diversity, Pluralism, and
American Society.

PUB DATE- 94

NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-
Western Educational Research Association (Chicago, IL, October

Bill of Rights, and to develop and disseminate an innovative Bill of Rights curriculum. The 27 participants in the summer institute were taught about the theory and history of the Bill of Rights by historians and legal scholars. They used this knowledge to develop a Bill of Rights curriculum to be used in their individual classrooms. Up to 84 percent of the participants rated the summer institute areas as either very good or excellent, and none of the respondents rated any of the institute areas as poor. No data from the first follow up workshop was collected, but the second follow up workshop received an overwhelmingly positive rating with five of the six aspects being rated "excellent" by 55 percent or more of the participants. The report concludes that the objectives of increasing participants knowledge of the Bill of Rights, the development of a Bill of Rights curriculum, and the dissemination of a curriculum were all achieved. Recommendations include adding a bilingual component, and providing incentives to increase attendance. (DK)

ED 381 457

SO 024 754

Winkler, Henry R.

The Role of Higher Education in Enhancing History Education in the Schools.

PUB DATE- Jan 94

NOTE- 15p.; Paper presented at the Annual Meeting of the American Historical Association (San Francisco, CA, January 4, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Standards; College Preparation; *College School Cooperation; *Educational Change; *Educational Cooperation; Elementary Secondary Education; Higher Education; *History Instruction; *Partnerships in Education; School Restructuring

The paper advocates a closer working relationship between classroom teachers and the university faculty in the following areas: (1) teacher preparation for the classroom at the undergraduate level; (2) revision of some of the graduate training in history to focus more on pedagogical concerns, along with the content of history; (3) greater awareness and involvement at the university level in such initiatives as the Advanced Placement Program, the John Mays Fellows Program in the humanities of the '60s, and the National History Day Program; (4) an understanding by the university faculty of the reform initiatives underway in the local schools; and (5) participation in the discussions regarding the content standards of history. (EH)

ED 381 458

SO 024 756

Dudley, Bobby G., Ed.

Teaching Economics Conference (5th, Pittsburgh, Pennsylvania, February 10-12, 1994).

SPONS. AGENCY- McGraw-Hill Book Co., New York, N.Y.; Robert Morris Coll., Coraopolis, Pa.

PUB DATE- 94

NOTE- 225p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Collected Works - General (020)

usage to non-native speakers are offered. The questionnaire is appended. Contains 11 references. (MSE)

ED 381 010

FL 022 845

Caouette, Lisa

French as a Second Language. Samples of Students' Work:
Performance Criteria Accompanied by Illustrations of Students' Performance.

PUB DATE- 94

NOTE- 222p.; Accompanying cassette tape is not included here.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Elementary Secondary Education; *Evaluation
Criteria; Foreign Countries; *French; *Language Proficiency;
*Language Tests; Listening Comprehension; Reading
Comprehension; Reading Skills; Second Language Instruction;
*Second Language Learning; Speech Skills; *State Standards;
Student Writing Models; Writing Evaluation; Writing Skills

IDENTIFIERS- Alberta; *Authentic Materials

This guide provides descriptions of standards for assessing students' skills in French as a second language, accompanied by samples of student work in the four language skills (listening comprehension, reading comprehension, writing, and speaking) at each of nine competency levels. An introductory section discusses basic principles in reporting student progress and using the samples included here to assess student work. It also offers background on the samples and describes the process used for their analysis. Four subsequent sections address the four language skill areas. For listening and reading comprehension, performance criteria are detailed for three performance levels (beginning, intermediate, advanced), with examples of student performance for each level. In some cases, samples are for tailored texts in a teaching/testing situation, in others for authentic texts. The sections on oral and written production outline specific features to be assessed at each of the three basic performance levels, with examples offered at nine levels for oral production and seven levels for written production. Appended materials include charts of standards criteria for performance in each language skill area, summaries of reasons for listening to or reading texts, background information contained in the authentic texts (on an accompanying cassette tape), and grids for analysis. Contains 21 references. (MSE)

ED 381 011

FL 022 858

Kitao, Kenji

Effects of English CBI at Doshisha University.

PUB DATE- 95

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Class Activities; Classroom Techniques; College
Instruction; *Computer Assisted Instruction; Course
Organization; Curriculum Development; *English (Second
Language); Foreign Countries; Higher Education; Instructional
Effectiveness; Keyboarding (Data Entry); *Reading Instruction;
Second Language Instruction; Word Processing

IDENTIFIERS- *Doshisha University (Japan)

A teacher of English-as-a-Second-Language (ESL) reading courses

From 1 to 2: Integrating Math and Language Learning.

PUB DATE- 31 Mar 95

NOTE- 22p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 28-April 1, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Classroom Communication; Classroom Environment; Classroom Techniques; Concept Formation; Discourse Analysis; Elementary Secondary Education; *English (Second Language); Information Sources; Integrated Curriculum; Interdisciplinary Approach; Language Patterns; Language Role; Language Teachers; Language Usage; *Limited English Speaking; Literacy Education; *Mathematical Concepts; *Mathematics Instruction; Metacognition; Reading Skills; *Second Language Instruction; Semantics; Skill Development; Student Evaluation; Syntax; Teacher Expectations of Students; Teacher Role; *Vocabulary Development; Writing Skills

IDENTIFIERS- *Content Area Teaching

Techniques for integrating English-as-a-Second-Language (ESL) instruction and mathematics instruction, particularly the language of mathematics, are discussed. Focus here is on mathematics instruction for limited-English-speaking students in the mainstream classroom. First, examples of the academic language of mathematics that students must develop are outlined. Some instructional techniques that incorporate students' own language and background in the construction of mathematics concepts and formal mathematics register are then offered. These include: techniques to make mathematics lessons more comprehensible and ways to promote interaction and provide a classroom environment conducive to language and literacy acquisition; methods for maintaining high expectations for language minority students and helping them develop higher-order cognitive and metacognitive skills and strategies; and assessment of language development alongside conceptual knowledge. A concluding discussion looks at the roles of content-area and ESL teachers in the overall education of language minority students and the need for collaborative efforts to ensure effective language and knowledge development throughout the school day. Contains a 13-item list of sources of information and materials, and a 36-item bibliography. (MSE)

ED 381 032

FL 022 892

Best Practice in Aboriginal and Torres Strait Islander Education. Proceedings of the Conference (Canberra, Australian Capital Territory, Australia, November 17-18, 1993).

PUB DATE- 94

NOTE- 80p.; Some pages may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Basic Skills; Chemistry; Classroom Techniques; Course Evaluation; Cultural Pluralism; Early Childhood Education; Educational Strategies; Elementary Secondary Education; English (Second Language); Enrichment Activities; Ethnicity; Foreign Countries; *Heritage Education; Higher Education; *Indigenous Populations; *Literacy Education; Mathematics Education; Numeracy; Nursing Education; Program Descriptions; Tutorial Programs

IDENTIFIERS- Aboriginal Schools (Australia); *Australia; *Australia (Torres Strait)

Education in Vietnam: Historical Background, Policy, and Prospect" (J. Berlief); "Higher Education Regulation in the Philippines: Issues of Control, Quality Assurance, and Accreditation" (R. P. Cooney and E. Paqueo-Arreza); "Educational Supply and Demand in East Asia: Private Higher Education" (A. H. Yee and T. G. Lim); and "Educational Need and Economic Advancement: The Role of Vocational Education in the Republic of China" (T. F. Boyd and C. Lee). Most papers contain references. (JB)

ED 381 050

WE 028 173

Salmi, Jamil, Ed.; Verspoor, Adriaan M., Ed.
Revitalizing Higher Education. Issues in Higher Education, Volume 3. First Edition.

PUB DATE- 94

NOTE- 422p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010); Collected Works - General (020)

DESCRIPTORS- Accountability; College Administration; *College Outcomes Assessment; *Developing Nations; *Economic Development; Educational Assessment; *Educational Development; *Educational Finance; Foreign Countries; Governance; Government School Relationship; *Higher Education; Information Technology; Private Colleges; Proprietary Schools; School Effectiveness
IDENTIFIERS- Africa (Sub Sahara); Asia; Chile; Foreign Aid; *Reform Efforts

This volume contains 13 papers on experiences with reform and innovation in higher education and their implications for developing countries. Four themes are highlighted: higher education and development, performance assessment, sustainable financing, and effectiveness in governance and management. The papers include: "Introduction: Improvement and Innovation in Higher Education" (Adriaan M. Verspoor); "The University System: Engine of Development in the New World Economy" (Manuel Castells); "Universities, Technological Change, and Training in the Information Age" (Martin Carnoy); "Economic Returns from Investments in Research and Training" (Edwin Mansfield); "Performance of Higher Education: Measures for Improvement. Evaluation of Outcomes" (Ulrich Teichler and others); "Performance Indicators for Higher Education: A Critical Review with Policy Recommendations" (Herbert R. Kells); "Enhancing the Financial Sustainability of Higher Education Institutions" (Adrian Zideman); "Mechanics of Allocating Public Funds to Universities, Their Implications on Efficiency and Equity" (Edita A. Tan); "Foreign Assistance for University Development in Sub-Saharan Africa and Asia" (Thomas Owen Eiseimon and Moussa Kourouma); "Problems of Privatization" (Daniel C. Levy); "Autonomy and Accountability in Government/University Relationships" (Frans A. van Vught); "Higher Education in Chile: Effects of the 1980 Reform" (Jose Joaquin Brunner and Guillermo Briones); and "Conclusion: Higher Education Reform in Perspective" (Jamil Salmi). Most papers contain references. (JB)

ED 381 051

WE 028 174

Rendon, Laura I.; Jalomo, Romero, Jr.
Validating Student Experience and Promoting Progress, Performance, and Persistence through Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 3 Feb 95
NOTE- 29p.; Paper prepared for the NCTLA Assessment Institute

This book is designed to serve as a practical guide to planning and managing change within a business, and as a text for graduate business students studying change strategies. It focuses on the rationale for change, managing the change process, tools for change, creating a strategic vision for change, and checklists for implementing strategic change. Such tools as force field analysis, change systems, stakeholder analysis, and change project management can be used individually or in combination to understand and manage change. The importance of management process and practice alongside business analysis is emphasized. In-depth case studies of the implementation of strategic change at three businesses are also presented. Two appendixes contain: (1) lessons from change gurus; and (2) a case of study of change at a fictitious company, including study questions on different change scenarios. (Contains 37 references.) (MDM)

ED 381 071

HE 028 207

Garni, Kenneth, Comp.

An Insider's Guide to Surviving Freshman Year.

PUB DATE- Aug 94

NOTE- 9p.; For related documents, see HE 028 208-209.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Academic Achievement; Academic Advising; Academic Persistence; College Environment; *College Freshmen; Higher Education; Social Behavior; *Student Adjustment; Student College Relationship; Student Needs; Study Habits; Teacher Student Relationship; Time Management; Undergraduate Study
This brochure offers students tips for successfully completing the freshman year at college, and is particularly aimed at helping the student reader to anticipate the situations and problems likely to arise during the first weeks and months at school. The suggestions are grouped by month and each monthly section also includes at least one reminder regarding things such as deadlines for course changes or aid application. The suggestions focus primarily on ensuring academic success and cover time management, study habits, managing final exams, becoming socially involved, and knowing when to go for assistance. Also included are comments on social life designed to show how to balance social and academic activities. Other suggestions to aid students in negotiating the administration of college life include registering early in order to secure the courses needed, and using assigned academic advisors to navigate the course selection process. (JB)

ED 381 072

HE 028 208

Dennis, Marguerite J.

An Insider's Guide to Financing a College Education.

PUB DATE- Aug 94

NOTE- 9p.; For related documents, see HE 028 207-209. Excerpted from "Barron's Complete College Financing Guide" and "Keys to Financing a College Education" by Marguerite J. Dennis.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

The multiplicity of variables describing the financial conditions of postsecondary institutions makes it difficult to assess changes in higher education finance from year to year and to find the relationship between these finance variables and average faculty salaries. This study sought to determine if a small number of factors could be derived to describe the financial conditions of postsecondary institutions in meaningful and understandable terms, and given the factors, to produce a linear model that predicts average salaries with acceptable precision. Data from the Integrated Postsecondary Education Data System (IPEDS) were manipulated using factor analysis and regression analysis procedures. Factor analysis reduced the 82 finance variables to a set of 10 factors that can describe the financial condition of postsecondary institutions with greater parsimony and measurable precision. The prediction of institutional salary averages using finance factors as predictors was found to have good implications for faculty groups. Attached to the paper are a data collection form for IPEDS, the rotated factor pattern, a list of variables with high loadings on the 10 factors, and sample budget analysis reports. (JDB)

ED 381 091

HE 028 229

Hruby, Paula Jo; Roberts, Thomas B.
Mystical Experiences and Addiction Beliefs of Undergraduate and Graduate Students.

PUB DATE- Oct 94

NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 12-15, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Reports - Research/Technical (143)

DESCRIPTORS- Beliefs; *College Students; *Drug Addiction; *Drug Use; Graduate Students; Higher Education; *Incidence; *Mysticism; Religion; Student Attitudes; *Student Experience; Undergraduate Students

IDENTIFIERS- Religious Experiences; Spiritual Experiences

This research investigated the prevalence of mystical experiences and how these experiences relate to beliefs about drug addiction, drug use, and spiritual practices. Subjects were 300 undergraduate and graduate students at a large midwestern university who filled out self-report scales on mysticism (Ralph W. Hood, Jr.'s Mysticism Scale) and drug addiction beliefs (Jeffrey A. Schaler's Addiction Beliefs Scale). The scales examined use of tobacco, alcohol, marijuana, cocaine, opium products, and other substances; religious affiliation; spiritual orientation; spiritual practices; and meaningfulness of spiritual practices. Analysis indicated that there were significant differences by university department and by focus on educational or transpersonal courses, but not by gender or year in school. A three-factor solution was produced on the Mysticism Scale, with factors being extrovertive mysticism, introvertive mysticism, and religious interpretation. Factor analysis of the Addiction Beliefs Scale produced factors with low or negligible reliabilities. Results revealed that mystical experiences were not uncommon experiences. Students who engaged in certain spiritual practices and experimented with and/or used certain drugs seemed to have a greater likelihood of a mystical experience. (Contains 25 references.) (JDB)

ED 381 092

HE 028 230

enrollment decreased by less than one-half of 1 percent while part-time enrollment decreased by more than 2.3 percent; and (6) most of the enrollment declines were in 2-year institutions which is reasonable since the number of part-time students declined and 57 percent of all part-time students attend 2-year schools. The tables present the data broken down by various combinations of the following factors: control of institution, level of institution, race/ethnicity, sex, and full-time vs. part-time enrollment. (JB)

ED 381 111

HE 028 281

Kedney, Bob; Davies, Trefor
Cost Reduction and Value of Money.

PUB DATE- 95

NOTE- 88p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Administrative Change; Budgeting; Budgets; Change Agents; *Change Strategies; *College Administration; *Costs; Educational Finance; Environmental Scanning; Expenditures; *Finance Reform; Financial Needs; Financial Problems; Fiscal Capacity; Foreign Countries; Higher Education; Organizational Change; Planning; Retrenchment; School Accounting; Strategic Planning

IDENTIFIERS- *United Kingdom

This report is designed to assist newly independent colleges in the United Kingdom to examine expenditures objectively and critically in order to promote the most effective use of all funds and resources. Chapter 1 looks at: the rationale for cost reduction; the importance of scanning the operating environment as part of developing an overall strategy; traditional approaches to resource management; cost citing versus cost reduction; total absorption, marginal, and opportunity costing; and the management of expenditure. Chapter 2 describes a six stage approach to savings involving project initiation, activity analysis, option assessment, option selection, consultation and negotiation, and implementation. Chapter 3 examines opportunity analysis and selection and uses an example to illustrate cost cutting in the context of careful examination of resources and priorities and the development of a management approach that identifies key tasks, key players, and critical benchmarks. Chapter 4 discusses ways to manage an institution that facilitates and sustains the type of economic change described here. An appendix contains a checklist for evaluating cost reduction processes and options. (Contains 39 references.) (JB)

ED 381 112

HE 028 282

Flint, Colin, Ed.; Austin, Michael, Ed.
Going Further: Essays in Further Education.

PUB DATE- 94

NOTE- 148p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - General (020), Books (010)

DESCRIPTORS- College Credits; College Role; Community Colleges; Educational Change; Educational Quality; Equal Education; Foreign Countries; *Higher Education; Human Resources; Role of Education; Rural Schools; School Business Relationship; Student Rights; Urban Schools; Urban Universities

IDENTIFIERS- *Great Britain; *Reform Efforts; Scotland

DESCRIPTORS- Access to Information; Assistive Devices (for Disabled); Career Planning; Classroom Techniques; Computer Networks; *Computer Uses in Education; Educational Innovation; *Educational Technology; Electronic Mail; Elementary Secondary Education; Microcomputers; Models; *Public Schools; Student Motivation; Surveys; *Teaching Methods; Use Studies
IDENTIFIERS- *Florida; Model Technology Schools; Special Needs Individuals

The broad objectives of the Model Technology Schools project were to study the impact of technology on schools and student learning; to develop models for using educational technology as a tool for school management and classroom teaching; and to disseminate these models for use in public schools throughout the state. Research involved site visits and two surveys to participating schools. Project procedures, a review of previous evaluations, and observations from site visits and survey results are reported. Findings highlights include: (1) technology serves as a student motivator; (2) technology improves access to information; (3) knowledge of technology is viewed as critical to career and preparation for high school graduates; (4) adaptive devices for students with special needs are insufficient though where available provide excellent tools for individualized instruction; (5) 91% of students spend between 1-10 hours per week on microcomputer usage; (6) teachers report availability and student usage of computers at a much higher level than overall usage in the United States; (7) generally, conditions known to support learning (enthusiasm, improved time on task, and collaborative behavior) were reported by teachers to be much more in evidence with computer usage; (8) classroom management improved and teacher involvement in the communication network has improved thanks to electronic mail; and (9) careful use of limited, and sometimes older, computers demonstrates that state-of-the-art, expensive computers are not essential. Based on research findings, eight project recommendations are made. Twenty tables illustrate findings. (Contains 20 references.) (MAS)

ED 381 130

IR 017 045

Martinez, Joseph P.; Woods, Muriel
Faculty Service Needs Assessment: The Value and Planned Use of Educational Technology at Auraria.

PUB DATE- 6 Mar 95

NOTE- 102p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Audiovisual Aids; *College Faculty; Educational Equipment; *Educational Media; *Educational Technology; Higher Education; *Learning Resources Centers; Multimedia Materials; *Needs Assessment; Surveys; Use Studies

IDENTIFIERS- *Auraria Media Center CO; Faculty Attitudes

The Auraria Media Center conducted a needs assessment in the spring of 1994 to learn whether it correctly perceived, and how it can better serve, the changing educational technology needs of faculty. Faculty from the Community College of Denver, Metropolitan State College of Denver, and the University of Colorado at Denver responded to an anonymous survey. Based on the seven research questions, results show: (1) a substantial percentage of Auraria faculty see educational technology, including newer technologies like multimedia, as important to very important to higher education; (2) three-fourths of the campus faculty use the media center at least occasionally; (3) most educational technologies are valued highly by most

receptiveness." A survey was conducted to test how location of residence (urban vs. rural) is associated with consumer attitudes toward high-definition television (HDTV) and other expanded television services. Respondents (n=200) were questioned on prior exposure to information about the technology, sources of information, understanding of the technology, attitude toward it, price thresholds, factors that might influence adoption, and interest in expanding programming services that will accompany HDTV. Results indicated that location of residence was positively associated with the ability to accurately define HDTV, looking forward to adopting HDTV and expanding television services, the price one would be willing to pay, and whether there was a preference for HDTV and other expanded television services. The data also showed that knowledge of HDTV has not diffused to a majority of the population; fewer than one-third of the 200 respondents had even heard of HDTV. The majority of respondents who looked forward to HDTV were willing to spend more than \$500 for a receiver; rural respondents were less willing to pay higher prices for the technology. Finally, those willing to pay more for HDTV also reported greater interest in expanded television services. Four tables illustrate the findings, and an appendix contains a copy of the survey instrument. (Contains 50 references.) (Author/MAS)

ED 381 148

IR 017 074

Willis, Dee Anna, Ed.; And Others
Technology and Teacher Education Annual, 1995. Proceedings of the International Conference of the Society for Information Technology and Teacher Education (SITE) (6th, San Antonio, Texas, March 22-25, 1995).

PUB DATE- 95

NOTE- 926p.; For the 1993 proceedings, see ED 355 937.

LANGUAGE- English

EDRS Price- MF06/PC38 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Computer Simulation; *Computer Uses in Education; Elementary Secondary Education; *Faculty Development; Higher Education; Hypermedia; *Information Technology; Inservice Teacher Education; Instructional Design; *International Programs; Postsecondary Education; Preservice Teacher Education; Special Needs Students; *Teacher Education Programs; Teaching Methods; Telecommunications

Papers from a conference on information technology and teacher education are presented. The 225 papers address the following topics: diversity and international perspectives; reading and language arts; mathematics; science; preservice teacher education; the educational computing course; graduate and inservice projects; faculty development; methods, concepts, and procedures; hypermedia; simulation; instructional design; preservice use of telecommunications; graduate, inservice, and faculty use of telecommunications; research; constructivist theories; technology diffusion in elementary, secondary, and postsecondary institutions; and information technology and teachers of special needs populations. The articles are divided into sections according to topic; and an introduction to, and summary of the articles is provided at the beginning of each section. (Author/AEF)

ED 381 149

IR 017 075

Wilson, Brent G.; And Others
Technology Making a Difference: The Peakview Elementary School

Appendices include the Middletown Independent School District Copyright Compliance Agreement; copyright "dos and don'ts" for school librarians; useful sources of information; copyright warning notices; copyright policy; and copyright and plagiarism guidelines for students. A copyright question and answer section is also provided. (Contains 21 references.) (AEF)

ED 381 167

IR 055 460

Study of an Audio Playback Machine Storage, Distribution, and Repair System. Options for Machine Operation. Study II, Part 1, Phase 2, Final Report.

SPONS. AGENCY- Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

PUB DATE- 15 Mar 95

NOTE- 533p.

LANGUAGE- English

EDRS Price- MF02/PC22 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Administration; *Audio Equipment; Audiotape Recordings; Automation; *Case Studies; Cost Effectiveness; *Operations Research; *Performance Factors; *Repair; Research and Development; State Agencies; Talking Books

IDENTIFIERS- *National Library Service for the Blind

This report presents the results of a management study of audio playback equipment operations conducted by the National Library Service, Library of Congress, its associated network of state and local machine lending agencies (MLA), and other parties that play a role in current operations. The objectives were to document current operations, identify problems, and recommend possible solutions that would mitigate or eliminate the identified problems. In addition to audio playback machine operations, this study focused on cassette book machine operations. The background to the study, objectives, constraints imposed on performance, and the methodology used are detailed in section 1. Section 2 contains a summary of current operations; a profile of organizations and functions; and descriptions of automation in current operations. Section 3 identifies findings, and section 4 discusses inventory management and other recommendations. Sections 5, 6, and 7 cover decentralized, regionalized, and centralized repair options. A cost benefit analysis of the three repair option scenarios is discussed in Section 8. Two addendums contain a profile of the typical MLA and a disposal audit. A list of acronyms and abbreviations is also provided. Detailed statistical and narrative information supporting the eight sections is shown in 50 exhibits and 77 appendices. (AEF)

ED 381 168

IR 055 461

Information and Networking Technologies in Russian Libraries. UDT Occasional Paper #1.

PUB DATE- 95

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- Access to Information; *Character Recognition; Computer Networks; Foreign Countries; Higher Education; *Information Technology; *Library Networks; Online Catalogs; *Online Systems; *Optical Scanners; Telecommunications

IDENTIFIERS- Internet; *Russia; Universal Dataflow and Telecommunications

The Universal Dataflow and Telecommunications (UDT) Occasional

Variables Related to Course Success.

PUB DATE- 29 Sep 94

NOTE- 40p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Colleges; *Educational Background; *Grades (Scholastic); Multivariate Analysis; *Predictor Variables;

*Student Placement; Two Year Colleges; Two Year College Students
IDENTIFIERS- Antelope Valley College CA

A study was conducted at Antelope Valley College in California to explore the use of multiple measures in placement recommendations by examining variables potentially associated with success in writing, reading, and math courses. The study sample was all students who were assessed and enrolled in reading and writing courses in fall 1990, spring 1991, fall 1992, and spring 1993; and students enrolled in math courses in fall 1993 and spring 1994. Variables examined for their relationship with course success were age, high school grade point average (GPA), high school completion status, recency of formal schooling, years of high school English, grade in last English and math classes, highest level math class completed, recency of last math class, units planned and work hours planned. Chi-square analyses indicated that: (1) for writing courses, grade in last English class, units planned, and recency of schooling were strongly associated with success; (2) for reading courses, years of high school English, work hours planned, and recency of schooling were strongly associated with success; and (3) for math courses, success was strongly associated with high school grade point average, highest math class completed, grade in last math class, units planned, and recency of schooling. A number of cases were examined to measure the impact of multiple measures on placement recommendations, revealing that the majority of impact from this weighting falls on borderline scores. Though multiple measures are applied at the front end of the process, placement recommendations can be appealed through the prerequisite challenge process. (KP)

ED 381 187

JC 950 165

Haden, Dan; Wells, Sue

Evaluation Bias in Prior Learning Assessment Challenge Processes.

SPONS. AGENCY- Ontario Council of Regents, Toronto.

PUB DATE- 94

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Age Differences; *Cultural Differences; *Evaluation Methods; Evaluation Research; Foreign Countries; *Prior Learning; *Student Characteristics; Technical Institutes; Test Bias; Test Format; Two Year Colleges

IDENTIFIERS- *Centennial College of Applied Arts and Techn ON

In 1993, the Centre for Instructional Development at Centennial College, Ontario, Canada received funding to investigate the effects of student diversity on prior learning assessment evaluation processes and to develop guidelines to respond to any effects demonstrated. A review of the literature identified six barriers to equitable evaluation: alienation; diminished self-confidence; slow reaction time; impaired vision and hearing; English language difficulty; and learning style. In addition, the literature suggested eight strategies to overcome

NOTE- 39p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Accountability; Budgets; *College Graduates; College Outcomes Assessment; College Transfer Students; Community Colleges; Educational Benefits; *Educational Finance; Employment Patterns; Enrollment; *Outcomes of Education; *Police Education; Salaries; School Demography; School Effectiveness; Self Evaluation (Groups); *Technical Education; Technical Institutes; Two Year Colleges; Two Year College Students; *Vocational Education

IDENTIFIERS- *New Hampshire

This 1994 annual report for the New Hampshire Technical Colleges and Institute System (NHTC&IS) includes information on enrollments, outcomes, job placement, average salaries, transfer institutions, work force training, the Police Academy, finances, future directions, and governance. Introductory material highlights the following accomplishments: (1) in 1994, the NHTC&IS graduated 1,569 students, and served over 30,000 traditional aged students and adult learners; (2) day divisions had 4,996 full-time equivalent (FTE) students, and the evening divisions had 5,573 FTE students; (3) of 1994's graduating class of 846 women and 732 men, 982 (62.6%) were going into full-time employment, 235 (15%) went into part-time employment, and 204 (13%) continued their education; (4) the average graduate salary was \$21,772; (5) the system's Technology Deployment Centers provided education and training for 2,827 work force members across the state; (6) the New Hampshire Police and Training Standards Council, which is the state's Policy Academy, graduated 133 police recruits and 102 corrections officers; (7) 52 new certificate and diploma programs and 12 new associate degree programs were established in such areas as Entrepreneurship, Travel and Tourism, Gerontology, Security Management, Landscape Design, Hospitality Management, Geographic Information Systems, and Human Resources Management; (8) all campuses have access to the Internet; and (9) in the past 2 years, satellite locations were established in six sites; (10) NHTC&IS appropriations totaled \$43,976,102, of which \$924,599 came from capital funds, \$16,640,625 came from the general fund, \$18,943,104 came from tuition and fees, and \$7,467,774 came from other revenue. (MAB)

ED 381 204

JC 950 191

Mackey, Wade C.

Comparative Success in Recruiting Women into Non-Traditional

Occupations: A Greater El Paso Analysis.

PUB DATE- 92

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Community Colleges; *Employment Opportunities; *Employment Patterns; Equal Opportunities (Jobs); Females; Majors (Students); *Nontraditional Occupations; Occupational Aspiration; *Technical Education; Two Year Colleges; *Vocational Education; *Womens Education

IDENTIFIERS- *El Paso Community College TX

A study was conducted at El Paso Community College (EPCC) to assess the relative ease of access of women to postsecondary education curricula and institutions which train individuals for occupations which have traditionally been performed by men.

*Student Attitudes; Two Year Colleges; Vocational Followup
IDENTIFIERS- *South Seattle Community College WA

A study was conducted to determine current and former students' and local employers' satisfaction with South Seattle Community College's (SSCC's) Floristry Department. Specifically, the study gathered data related to four outcomes: that students receive an education allowing them to meet goals; that students be satisfied with facilities, equipment, and quality of instruction; that employers be satisfied with program graduates; and that customers of the Department's Flower Shop receive quality products and services. Study findings included the following: (1) 57% of the former students who completed the program and had intended to be employed in the floristry industry were employed in jobs related to their training, and 71% agreed to a high extent that they had achieved their educational goals; (2) over 80% of former students reported being satisfied to a high extent with the number of teachers, facilities, equipment, and supplies; (3) former students were less satisfied with available work space and the simulated shop experience; (4) over 90% of current students reported being satisfied to the high extent with the quality of instruction; (5) over 80% of employers who had hired at least one SSCC graduate were satisfied with the employees' punctuality, safety, overall performance, and attitude, while approximately 70% were satisfied with employees' workplace ethics; and (6) 100% of the customers of the Flower Shop were satisfied with the overall services and appearance of the shop and 95% were satisfied with the prices. (Survey instruments are appended.)
(KP)

ED 381 221

JC 950 218

Institutional Effectiveness Assessment Process, 1993-94 Executive Summary. Hospitality and Service Occupations Division, Landscape and Environmental Horticulture Department.

PUB DATE- 94

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Outcomes Assessment; Community Colleges; Education Work Relationship; *Employer Attitudes; Graduate Surveys; Landscaping; *Ornamental Horticulture Occupations; *Participant Satisfaction; *Program Effectiveness; *Student Attitudes; Two Year Colleges; Vocational Followup

IDENTIFIERS- *South Seattle Community College WA

A study was conducted to determine current and former students' and local employers' satisfaction with South Seattle Community College's (SSCC's) Landscape and Environmental Horticulture Department. Specifically, the study gathered data on four outcomes: that students receive an education allowing them to meet goals; that students be satisfied with facilities, equipment, and quality of instruction; that employers be satisfied with program graduates; and that customers of the Department's Garden Center receive quality products and services. Study findings included the following: (1) 81% of the former students were currently employed in the landscape and horticulture field; (2) 74% of former students were satisfied to a high extent with the quality of instruction; (3) however, fewer than one-third of the former students were satisfied with the number of teachers and work space, and fewer than one-fifth were satisfied to a high extent with equipment and supplies; (4) over 95% of current students agreed that training

training program was effective and had practical value for child care professionals. Contains 22 references. (MDM)

ED 381 239

PS 023 032

Kraus, Pamela

Developing Positive Parent Participation in Preschool Programming.

PUB DATE- 94

NOTE- 52p.; Ed.D. Practicum, Nova Southeastern University.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Practicum Papers (043), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Change Strategies; Inservice Teacher Education;

*Parent Attitudes; *Parent Participation; *Parent School

Relationship; Parent Teacher Cooperation; Practicums;

*Preschool Education; Teacher Attitudes

IDENTIFIERS- Illinois State Board of Education

A practicum was designed to address the problem of limited opportunities for parents to participate in their children's preschool education and the dichotomous interpretation between parents and preschool staff of what constitutes satisfactory parent participation within the preschool program. The goal of the practicum was to have parents express satisfaction with the quality and opportunities for parent participation. Thirty parents and four staff members in the prekindergarten program of a public school district participated. A number of activities were implemented, including surveying parent interests and availability, distributing a monthly newsletter, developing a parent bulletin board, and inviting parents to curriculum planning and grant writing sessions. Program staff also received training on strategies for collaboration between parents and schools. End-of-year parent surveys indicated that parent participation and satisfaction grew as the variety of parental participatory opportunities increased. The majority of staff members reported a positive change in attitude regarding appropriateness of parent involvement within the preschool. (Three appendices contain the Illinois State Board of Education annual program review, the parent survey, and survey results.) (WP)

ED 381 240

PS 023 049

Better Nutrition and Health for Children Act of 1994. Senate

Report (To Accompany S. 1614), 103d Congress, 2d Session.

PUB DATE- Jul 94

NOTE- 168p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Child Health; Cost Effectiveness; *Federal

Legislation; *Federal Programs; Federal Regulation; *Lunch

Programs; *Nutrition; Objectives; Policy Analysis; Program Budgeting

IDENTIFIERS- Child Nutrition Act 1966; Congress 103rd; National School Lunch Act 1946; *Reauthorization Legislation; Women Infants Children Supplemental Food Program

This report examines the background, purpose, cost, and regulatory impact of Senate Bill 1614, the proposed Better Nutrition and Health for Children Act of 1994. The purpose of the act is to reauthorize and make improvements in various federal nutrition programs, such as the National School Lunch Act and the Child Nutrition Act. The report outlines past federal support for child and family nutrition and the current

literacy; (8) the need for evaluation and research; (9) evaluation by tests; (10) evaluation by participants; and (11) an assessment of the research on parental involvement in literacy education. Contains approximately 220 references. (MDM)

ED 381 260

PS 023 147

Ross, Jane L.

Child Care: Recipients Face Service Gaps and Supply Shortages. Testimony before the Committee on Labor and Human Resources, U.S. Senate.

PUB DATE- 1 Mar 95

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Day Care; Early Childhood Education; Employed Parents; Financial Support; *Low Income Groups; Program Effectiveness; *Welfare Recipients; Welfare Services

IDENTIFIERS- Access to Services; Child Care Legislation; *Child Care Needs; Welfare Reform

In response to congressional efforts to assess the potential impact that various welfare reform proposals might have on child care availability, continuity, and subsidy programs, this report examines the difficulties parents have trying to identify and secure child care while they work or attend school. The four child care programs created by the Congress for low-income families are briefly described, and the requirements of these programs, coupled with resource constraints of the states, are shown to contribute to gaps in the delivery of child care subsidies. Next, the report provides an explanation of how the current system provides little incentive to serve the low-income working poor and, in addition, how the child care supply poses a major challenge for the states. The report shows that the current child care subsidy programs produce gaps in services for low-income mothers, impede continuity of care for their children, and create child care supply shortages. The report recommends that the four programs be consolidated. While noting that welfare reform proposals call for requiring many more welfare mothers to participate in education and work, it cautions policymakers to remember that the capacity of the child care system to absorb new demand must be considered. (BAC)

ED 381 261

PS 023 154

McCoy-Thompson, M.; And Others

The Healthy Start Initiative: A Community-Driven Approach to Infant Mortality Reduction. Volume II. Early Implementation: Lessons Learned.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.

PUB DATE- 94

NOTE- 108p.; For volume I, see ED 375 953.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Child Health; *Community Involvement; Family Programs; *Infant Mortality; Inner City; Prevention; Program Design; *Program Implementation; Rural Areas

IDENTIFIERS- Family Support; *Healthy Start Program

This volume describes the experiences of each of the 15 rural and urban Healthy Start initiatives. These projects were set up in

social skills; and (4) no involvement from the public preschool in meeting their children's medical or dental needs. The study indicates that parents want some of the standards that are evident in Head Start. (A copy of the questionnaire is included.) (BAC)

ED 381 279

PS 023 207

Kinn, Susan; Ranzau, Christi

The Value of the Dallas Preschool Screening Test in Predicting Success on Kindergarten Evaluation Forms.

PUB DATE- Jun 94

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; *Educational Assessment; Evaluation Criteria; Kindergarten; *Kindergarten Children; Predictor Variables; Primary Education; *School Readiness; *Screening Tests; *Test Reliability; Test Validity

IDENTIFIERS- *Dallas Preschool Screening Test

Research has shown that, when administered properly, kindergarten readiness screening results are associated closely with future school success. The Dallas Preschool Screening Test (DPST) is one of many such instruments used to determine school readiness and predict school success. A study sought to determine the effectiveness of the DPST in predicting kindergarten success. For this analysis, kindergarten success was defined as ratings given to each child on kindergarten evaluation forms. The study examined scores for 40 kindergarten children in the Fostoria City Schools, Ohio, on the DPST given in the spring before school began and transposed scores on the same group's kindergarten evaluation forms given each 9-week period during the school year. Using the Pearson Correlational test, the study found significant correlations in the psychological, visual, and overall total areas. In the auditory, language, and motor areas, no significant correlations were found. Results indicate that the DPST is not an effective predictor of kindergarten success overall in the different areas of development. (HTH)

ED 381 280

PS 023 208

Kohart, Rebecca; Nickell, Kathryn

The Effects of Preschool Experiences on Academic Achievement of First Graders.

PUB DATE- Jun 94

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Comparative Analysis; Early Experience; *Elementary School Students; *Grade 1; *Language Skills; Outcomes of Education; Predictor Variables; *Preschool Education; Primary Education; Student Experience; Test Reliability

IDENTIFIERS- MAT 6

Although current research has not shown prevailing effects of the preschool experience on overall achievement scores, it does indicate a positive effect on language related skills, particularly for males. This study examined the relationship between language related achievement test scores between those first graders with preschool experience and those without. Subjects from Antwerp Elementary in Antwerp, Ohio, a small

*Transitional Programs

This paper examines how creative thinking techniques can be used to help rural educators provide effective transition programs and services to secondary students. Factors affecting transition in rural areas include a small, homogenous economic base; travel time and distance between job sites; lack of services and trained staff; the community role of schools in rural areas; less formal politics; and a rural-oriented work ethic. The literature suggests that self-determination, secondary school reform, and public policy alignment also affect rural services. The challenge before rural educators is to take advantage of existing positive elements in their community to create new solutions to problems in transitioning disabled students from school to work. The five stages of a creative problem-solving model include fact finding, problem finding, idea finding, solution finding, and acceptance finding. One method for generating information is forced creativity, which involves techniques to clarify a problem and generate solutions. One technique of forced creativity is attribute listing--listing principle characteristics or attributes of a problem and generating ideas for improving or changing each attribute. Another technique is morphological synthesis--identifying one set of problem attributes on an axis in matrix form and identifying a second set on another axis, allowing for all possible interactions between the diverse sets. There are also checklists available to help generate considerations or questions to discover aspects of a problem or process. This paper suggests that by selecting a creative thinking technique and applying it to the identified problem of transition in rural communities, unique solutions to an individual's transition problem can be generated. (LP)

ED 381 299

RC 020 020

Primer, Vicky; Brown, Beverlyn Cay

Voices of the Children: What Special Education Kids Say about Their Programming Experiences and Needs.

PUB DATE- Mar 95

NOTE- 6p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Experience; *Educational Needs; Needs Assessment; *Parent Attitudes; Parent Participation; Parent School Relationship; Participative Decision Making; *Rural Education; Secondary Education; Secondary School Students; *Special Education; *Student Attitudes; *Teacher Attitudes; Teacher Student Relationship

IDENTIFIERS- *Kansas

During the spring of 1993, a needs assessment was conducted in rural Kansas communities to determine existing services and community strengths available to special needs children. Interviews were conducted with a cross section of the community regarding community resources, collaboration, parent and family involvement, planning processes, and educational funding. Secondary special education students offered their views concerning the effectiveness of special education services. Themes that emerged include: (1) motivation to learn when offered alternative styles of learning; (2) desire to participate in noncompetitive school activities, especially

Special Education Administrators.

PUB DATE- Mar 95

NOTE- 6p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; Administrators; *Career Planning; Elementary Secondary Education; *Mentors; *Occupational Aspiration; *Rural Schools; Special Education; Surveys

IDENTIFIERS- *Networking; Texas (East)

This paper examines the perceptions and experiences of rural special education administrators with regard to career advancement. A 31-item questionnaire was developed that focused on administrator attitudes and experiences regarding networking, mentoring, career paths, and career aspirations. The survey was completed by 15 special education administrators from small or rural school districts in east Texas. Among survey respondents, 73 percent were female, 47 percent had held a special education administrative position for over 10 years, and 73 percent had taught for over 10 years before becoming an administrator. Results suggest that career advancement among these rural administrators is not a major priority. Respondents did not view networking as important in career advancement, but rather as a vehicle for information and support within the profession. Nor did respondents perceive mentoring as a career enhancement tool. Mentors were reported to be information providers or supporters only. Additionally, respondents did not admit to having had a career plan leading to their administrative position, and they did not aspire to other administrative positions. This paper lists respondents' ideal qualities in a mentor and suggestions for further research in this area. (SV)

ED 381 316

RC 020 037

Russell, Steve; Meikamp, Joyce

Cultural Diversity among Gifted Students and Their Teachers in Rural West Virginia.

PUB DATE- Mar 95

NOTE- 7p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Black Students; Elementary Secondary Education; *Gifted; Higher Education; *Minority Groups; Minority Group Teachers; *Rural Areas; Rural Education; School Demography; *Special Education Teachers; Student Placement; White Students

IDENTIFIERS- *Diversity (Student); *West Virginia

This paper addresses both the underrepresentation of minority students in gifted education programs and the lack of culturally diverse gifted education teachers in rural West Virginia. The 1988 National Education Longitudinal Study found disproportionate representation of minority group students in gifted education. In West Virginia, only 3 Black teachers have been certified since 1976 to teach gifted students, as opposed

aides to students, and specialists in areas such as physical therapy and speech therapy. An outcome of the inclusion program has been a dramatic increase in the number of objectives written for each student on the Individual Education Plan. In addition, a survey of students from Northern Arizona University completing their special education practicum experience in KUSD classrooms and district staff reveals overwhelming support of full inclusion. Respondents emphasize noticeable increases in student self-esteem and social acceptance, and improvement in student behavior. (LP)

ED 381 332

RC 020 053

Prater, Greg; And Others

Effective Teachers: Perceptions of Native American Students in Rural Areas.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Mar 95

NOTE- 5p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *American Indian Education; *Cultural Awareness; Elementary Secondary Education; *Navajo (Nation); Rural Schools; *Student Attitudes; *Student Evaluation of Teacher Performance; Student Experience; Student Surveys; *Teacher Effectiveness; Teacher Role

IDENTIFIERS- *Native Americans

This paper examines perceptions of Native American students regarding effective practices of non-Native teachers. A survey of students in grades 3-12 in 3 rural school districts on the Navajo Reservation (Arizona) questioned 148 Navajo students and 10 non-Native students. The sample included 28 special needs students (17.7 percent). The survey consisted of open-ended questions regarding what kind of teacher students learned the most from; what students would do in the classroom if they were teachers; qualities of ideal teachers; what teachers do in the classroom that discourages learning; student preferences for English-only or bilingual teachers; and the degree to which teachers should be aware of students' cultural background. Results reveal that students learn more from hands-on projects and teachers who encourage varied means of learning. Students also stressed that it was important for teachers to treat students with respect and to teach responsibility. Students indicated that if they were teachers they would teach patience and honesty, tolerance, and the golden rule. Students felt that the most important teacher qualities were respect, kindness, positive attitude, patience, and sense of humor, and that teachers should avoid talking too fast, making fun of Native culture, and giving boring lectures. Although many students felt that a bilingual teacher was not necessary, many others desired to learn more about their Native language. An overwhelming number of students felt that teachers needed to be more sensitive to Native culture. (LP)

ED 381 333

RC 020 054

Vassiliou, Demetrios; Johnson, Dave

North Dakota's Rural Training Projects: Past, Present and Future.

bibliography. A list of Amos W. Butler Audubon Society resources includes 12 videotapes, and video reservation information. The publication also contains a list of program sponsors, the "EAGLE Pledge," and several inspirational poems. (LZ)

ED 381 350

SE 056 047

Jaworski, Barbara

Investigating Mathematics Teaching: A Constructivist Enquiry.

Studies in Mathematics Education Series: 5.

PUB DATE- 94

NOTE- 250p.; Part 5 of Studies in Mathematics Education Series

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Books (010), Reports - Research/Technical

(143), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Case Studies; *Constructivism (Learning); Elementary Secondary Education; *Ethnography; Foreign Countries;

*Mathematics Instruction; *Mathematics Teachers; Models;

*Research Methodology

IDENTIFIERS- *Mathematics Education Research; Social

Constructivism; *Teacher Researcher Relationship

This book is about mathematics, teaching and learning and how these are affected by a constructivist philosophy. Chapter 1 presents background to the study of an investigative approach to mathematics teaching. Chapter 2 provides an account of constructivism as a philosophy of knowledge and learning and includes a rationale for both radical and social constructivism and relationships between constructivism and knowledge, communication, and the classroom. Chapter 3 presents the author's early thinking about an investigative approach to mathematics teaching. Chapter 4 examines the choice of an ethnographic approach to research through participant observation and informal interviewing and also examines issues that arise from an interpretivist analysis. Chapters 6, 7, and 9 are case studies detailing a characterization of the teaching and thinking of three teachers and the development of theory through analysis of observations. Included is a descriptive model, the Teaching Triad, which arose from the categorization of data. Chapters 5 and 8 offer interludes of research reflections. Chapter 10 presents a synthesis of general concepts in terms of characteristics of an investigative approach and tensions that it raises for teachers in its classroom implementation. Chapter 11 offers a characterization of the teacher-researcher relationship which includes a descriptive model for reflective practice. Finally, Chapter 12 reexamines the relevance of constructivism to research outcomes in light of questions about the adequacy of radical constructivism to explain the complexities of classroom interaction. Each chapter contains notes. (Contains 221 references.) (MKR)

ED 381 351

SE 056 048

Ernest, Paul

The Philosophy of Mathematics Education. Studies in Mathematics

Education Series: 1.

PUB DATE- 93

NOTE- 341p.

LANGUAGE- English

EDRS Price- MF01/PC14 Plus Postage.

PUB TYPE- Books (010), Opinions/Personal Viewpoints/Position Papers/Essays (120)

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Agricultural Production; *Agriculture; Agronomy;
Annotated Bibliographies; Books; Developed Nations; Developing
Nations; Economic Development; *Environment; Environmental
Education; Field Crops; Forestry; Livestock; Soil Science;
*Sustainable Development
IDENTIFIERS- Conservation Farming; Gardening; Organic Farming
Prepared by the Alternative Farming Systems Information Center
(AFSIC) staff and volunteers, this annotated bibliography
provides a list of 85 recently published books pertaining to
sustainable agriculture. AFSIC focuses on alternative farming
systems (e.g., sustainable, low-input, regenerative,
biodynamic, and organic) that maintain agricultural
productivity and profitability while protecting natural
resources. When combined with AFSIC's earlier publication,
"Tracing the Evolution of Organic/Sustainable Agriculture: A
Selected and Annotated Bibliography," these titles provide
bibliographic coverage of sustainable agriculture literature
from 1580 to 1994. Information provided includes title, author,
publisher, National Agricultural Library number, and
annotation. (L2)

ED 381 373 SE 056 121

Organic Production: Recent Publications and Current Information
Sources. Special Reference Briefs: SRB 95-01.

PUB DATE- Mar 95

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131), Reference
Materials - Directories/Catalogs (132)

DESCRIPTORS- Agricultural Production; Agriculture;
*Certification; *Economics; Educational Resources; Environment;
Environmental Education; *Marketing; *Pests; *Soil Science;
Sustainable Development

IDENTIFIERS- Conservation Farming; Gardening; *Organic Farming
The activities of the National Organic Standards Board, coupled
with the movement towards "sustainable systems" and continued
consumer support for organic foods, have made farming
organically an increasingly viable alternative for many U.S.
farmers. This list of resources is provided to accommodate
increasing requests for information on organic farming. Most
publications listed are available through local public or
university libraries, some are available electronically. Listed
are 12 national directories and guides, 9 overviews, 10
government policies and certification handbooks, 35 soil and
crop management sources, 11 pest management publications, 11
livestock management references, 10 economics and marketing
sources, 17 journals and newsletters, 8 electronic resources,
and 10 other information sources. (L1)

ED 381 374 SE 056 123

Optical Science and Engineering. New Directions and Opportunities
in Research and Education. NSF Workshop (Arlington, VA, May 23-
24, 1994).

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- May 94

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

took longer and required more transitions between episodes. Correct conceptual understanding, as reported by the problem solvers on transcribed think-aloud interviews, rested upon a known definition and an increased understanding of the language of chemistry. Suggestions are given to improve students' conceptual base in introductory chemistry. (Author/LZ)

ED 381 395

SE 056 248

Edgington, Judith R.; Barufaldi, James P.
How Research Physicists and High-School Physics Teachers Deal with the Scientific Explanation of a Physical Phenomenon.

PUB DATE- Apr 95

NOTE- 27p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Demonstrations (Science); High Schools; *Knowledge Base for Teaching; Physical Sciences; *Physics; *Problem Solving; *Researchers; Science Education; *Science Teachers; *Scientific Concepts

IDENTIFIERS- *Teacher Explanation

There is a need to integrate the segregated perspective underlying research on scientific conceptions. Insights from scientists can provide information about the essential components of ideal knowledge. The purpose of this study was to investigate how researchers and teachers deal with scientific explanation. Three research physicists and five secondary physics teachers were asked to explain the Newton's Cradle demonstration. Written answers and follow up interviews were analyzed. All the respondents viewed the events as a series of collisions and related the phenomenon to the concepts of energy and momentum; however the arguments proposed as explanations differed in depth and in complexity. Results suggest that the differences in performances were related to: (1) the perceived purpose of the explanation and its nature; (2) the number of paradigms invoked for possible ways to describe the events; (3) the specification of assumptions underlying facts or data statements; (4) the examination of assumptions made to determine initial conditions; (5) the choice of variables and unknowns; (6) the proper application of scientific principles; and (7) the assessment of the entire argument in view of the acceptability of the underlying model and assumptions. Contains 29 references. (Author/LZ)

ED 381 396

SE 056 254

Lin, Sheau-Wen; Yang, Jong-Hsiang
Biology Teachers' Knowledge Base of Instructional Representations.

PUB DATE- Apr 95

NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Biology; Foreign Countries; Junior High Schools; *Knowledge Base for Teaching; Science Instruction; Science Teachers; Secondary School Teachers; *Teacher Education

IDENTIFIERS- *Instructional Representations; Taiwan

This document consists of 16 papers on aspects of Brazilian culture, history, and geography prepared by participants in the Fulbright Hays Seminars Abroad Program in Brazil in 1993. The papers are: (1) "Cordell Literature: A Window on the History and Culture of Brazil" (Juan Barroso VIII); (2) "Connections: Public Images of Indians and Brazil's Indian Policy" (Jan Lee Brookes); (3) "Black Women in Brazil" (Martha H. Brown); (4) "Urban Squares in Brazil: A Typology" (James R. Curtis); (5) "Brazil: Seeds of Change, the Afro-Brazilian Experience" (Billie A. Day); (6) "Brazil: An Introductory Unit for High School Students" (Margaret T. Harris); (7) "Education in Brazil: Some Issues on Reform" (Samuel Hinton); (8) "Is There a Brazil?" (Charles E. Holt, Jr.); (9) "Environmental Impact Assessment: A Comparative Analysis of Methodologic Techniques in the United States and Brazil" (Stephanie B. Kelly); (10) "The Social Aspect of Vending in Brazil" (Sunil Kukreja); (11) "Just Picture Brazil" (John D. Nielson); (12) "Contemporary Brazil Through Slides" (Thomas M. Orf); (13) "Cultural Ecology in Brazil: A Proposal to Integrate Thinking about the Fine Arts" (Donald C. Stowell, Jr.); (14) "Brazil Journal: Independent Study Project" (Arline R. Thorn); (15) "A Pictorial Look at Brazilian Correctional Facilities" (Susan S. Tomlin); and (16) "Coping with Superinflation: Observations and Strategies of Middle Class Brazilians" (Terry C. Ulion). (BK)

ED 381 416

SO 024 373

Education for Development: Responding to New Challenges.

PUB DATE- Jun 93

NOTE- 30p.; For a related document, see SO 024 376. Discussion paper presented for the Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific (6th, Kuala Lumpur, Malaysia, June 21-24, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Adult Basic Education; Curriculum Development; Economics; *Educational Development; Educational Policy; Elementary Secondary Education; Females; Foreign Countries; Higher Education; *International Cooperation; *International Educational Exchange

IDENTIFIERS- Asia Pacific Programme of Education for All; Asia Pacific Region; Development Education

This document was prepared to facilitate and guide the discussions of a conference on economic planning in Asia and the Pacific in its deliberations and in the formulation of its recommendations. Organized in such a way as to correspond closely with the organization of the agenda for the Conference, chapter 1 draws attention to the changing context for education across what is undoubtedly a vast and diverse region. It points to new societal pressures and directions that affect how education's mission is defined and its work planned and implemented, and it reports on recent important educational developments and achievements. Chapter 2 overviews progress with regard to achievement of the Jomtien goals regarding Education for All. It identifies persisting problems and dilemmas as well as fundamental policy issues requiring discussion and action. Chapter 3 draws attention to a number of major concerns facing countries of the region and indicates how education systems and sub-systems are responding to various new pressures and demands. Attention is given to particular sector responses with respect to organizational structure, curriculum content, and delivery systems as well as to system level

13, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Cross Cultural Studies; Cross Cultural Training;

Cultural Awareness; *Cultural Differences; *Cultural Pluralism;

Culture Contact; Elementary Secondary Education; Freedom; Human

Dignity; *Individualism; Multicultural Education; Philosophy

This paper posits that Americans have three frames of reference

(individualism, diversity of origin, and pluralism) that impact

values and actions. Individualism includes understanding

relationships with others. The paper identifies and describes

five different types of individualism in U.S. culture: (1)

Protestant; (2) republican; (3) utilitarian; (4) expressive;

and (5) economic. Diversity of origin is identified by

horizontal diversity (race, ethnicity, and gender) and vertical

diversity (socioeconomic status and educational levels

occurring in all horizontal groups). Pluralism refers to the

holding of two or more viewpoints simultaneously. Forms of

pluralism include: (1) coexistence; (2) cooperation; (3) co-

explorers; and (4) co-enjoyment. These forms of pluralism may

be used in multicultural education programs to enable students

to learn an ethics of caring and hope for the country's future.

(EH)

ED 381 437

SO 024 705

Hale, Dennis

Taking Citizenship Seriously.

PUB DATE- 94

NOTE- 30p.; Paper presented at the Annual Meeting of the American

Political Science Association (New York, NY, September 1-4,

1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Activism; *Citizen Participation; *Citizen Role;

*Citizenship; *Citizenship Education; *Citizenship

Responsibility; Civics; Community Involvement; Juries; Voting

This paper outlines citizenship issues facing the United States

today and presents ways to address these issues in society.

Voter turnout, welfare issues, the national service program

debate, curriculum reform, and multiculturalism all interface

with issues of citizenship in a democracy. Elements

contributing to the modern understanding of citizenship are

examined. Citizenship includes membership in a particular

nation, benefits of membership, and the duties of citizenship.

Modern citizenship cannot be understood fully without first

understanding ancient citizenship in Athens and Rome. An

approach to taking the subject of citizenship more seriously

also is advocated through examples of voting and jury service.

(EH)

ED 381 438

SO 024 706

Gill, Judith

Shedding Some New Light on Old Truths: Student Attitudes to

School in Terms of Year Level and Gender.

PUB DATE- 94

NOTE- 22p.; Paper presented at the Annual Meeting of the American

Educational Research Association (New Orleans, LA, April 4-8,

1994).

DESCRIPTORS- Business; *Change Strategies; Comparative Analysis; Curriculum Development; *Economics; *Economics Education; *Educational Change; *Educational Innovation; Elementary Secondary Education; Higher Education; School Restructuring; Teacher Education

This collection of 21 papers delivered by university professors and other representatives from throughout the United States focuses on economics teaching in the classroom from a variety of perspectives. The papers include: (1) "Internationalizing the Curriculum: The United States in a Global Economy: International Issues for the Beginning Student" (R. Adkins); (2) "Spreadsheets in the Electronic Economics Classroom: An Experiment in New Technology" (H. Booker); (3) "Microeconomics with Microcomputers: Graphing the AH-HA" (Q. Ciolfi); (4) "Applying TQM in the Classroom" (G. Cole); (5) "A Beverage Industry Case Study Approach to Introductory Economics" (M. Connell); (6) "Improving Economics Instruction in the First Course: Teach Economics as a Second Language" (R. Crowe); (7) "Developing a Tool for Measuring Teacher Effectiveness" (V. Free); (8) "The Impact of Mandatory Attendance on Student Performance" (G. Gerstner); (9) "Microeconomics and Total Quality Management" (B. Greenberg); (10) "Designing Controversy: Enhancing Higher Order Thinking about Economics and Social Work" (N. Hampton; B. Stadum); (11) "Designing Multiple Choice Tests" (R. Hansen; J. Gleason); (12) "Teaching Economics Via Satellite" (B. Harik); (13) "Action Research Groups as a Student Learning Tool" (J. Ilacqua); (14) "A Computer-Based Research Project for an Undergraduate Course in Development Economics: Discussion and Evaluation" (L. Kinney; E. Adams); (15) "Maximizing Output in the Economics Classroom: Integrating Necessary Skills" (L. Manning); (16) "Student Uses of Personal Computers in Teaching Economics" (M. Moini); (17) "Teaching Economics: Some Information from the Marketplace" (D. Oyen; E. Young); (18) "Using the COMPENSTAT Assignment Generator" (W. Sanders); (19) "The Impact of Two Curricular Changes on Student Achievement in Economic Principles: Some Evidence from an Open Admissions University" (T. Schibik; S. Cox; M. Khayum); (20) "Total Quality Management in the Classroom: A Production Experiment" (M. Tansey); and (21) "How Market Demand Determines Market Supply: A Computer-Animated Illustration" (A. Wilkins; D. Thompson). (EH)

ED 381 459

SO 024 771

Crane, Anne; And Others

Communicating with Middle Childhood Students of Varied Learning Styles: Social Studies and Language Arts-Related Strategies that Work.

PUB DATE- Nov 94

NOTE- 16p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Phoenix, AZ, November 21, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

(052), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Cognitive Processes; *Cognitive Style; Grade 7; Junior High Schools; Junior High School Students; *Language Arts; Learning Modalities; *Learning Strategies; Middle Schools; *Social Studies; Teaching Methods

IDENTIFIERS- Middle School Students

This paper contains a variety of instructional strategies and a

at Doshisha University (Japan) describes classroom techniques and activities involving use of the computer and assesses the benefits, difficulties, and instructional results. Data are drawn from two ESL classes using computer-based instruction (CBI) offered in 1 year. The primary course objective was that students be able to read English passages without translating them into Japanese. The report describes the course's organization for each of two semesters and the adjustments made by the teacher as the result of attending a summer course on computer-assisted instruction between the semesters. Descriptions of course activities include the orientation provided to students and the class activities, exercises, and assignments. Typing skills were taught in the first semester so students could use computers comfortably for exercises and assignments. Overall results of the first semester are also discussed, including attendance, student work rate, test scores, performance patterns on class exercises, and problem areas in student comprehension and performance. A brief bibliography is included. (MSE)

ED 381 012

FL 022 859

Hearn, P. M., Ed.; Button, D. F., Ed.

Language Industries Atlas.

PUB DATE- 94

NOTE- 388p.

LANGUAGE- English

EDRS Price- MF01/PC16 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132), Books (010)

DESCRIPTORS- Atlases; Foreign Countries; *Geographic Distribution; International Cooperation; International Organizations; *Language Maintenance; *Language Planning; *Languages; *Native Language Instruction; *Second Language Instruction; Surveys; Technological Advancement; Translation IDENTIFIERS- *European Community

This atlas describes the activities of public and private organizations that create the infrastructure within which languages are able to develop and interact in the European Community (EC). It contains over 1,000 descriptions of activities that play a role in shaping the language industries, from a user or provider perspective. The atlas is organized in 11 chapters: language organizations (n=172) that promote the professional or scientific interests of their members in areas such as translation, interpreting, terminology, documentation, applied and general linguistics, natural language processing, and speech; governmental and non-governmental international, European, and national standards organizations, working groups, and affiliated bodies (n=48); language teaching and learning organizations or bodies (n=88) responsible for creating an infrastructure, at academic and technological levels, for language instruction, including national education ministries and examination boards; language planning organizations (n=105) promoting languages spoken by EC citizens; research institutions (n=123); research projects and initiatives (n=103); linguistic resources (n=71) available to the public or research community; newspapers and television companies (n=112); documentation organizations (n=16); conferences (n=105); and publications (n=207). Introductory sections provide substantial background information on data-gathering methods used, scope of the atlas, and languages included. (MSE)

ED 381 013

FL 022 861

Papers from the conference on the education of Australian Aborigines and Torres Strait Islanders include: "English Language and Numeracy Program for Aboriginal Students" (Alison Jarred); "The Aboriginal Identity Course: A Midstream Evaluation" (Simon Vaughan); "Making the Curriculum Your Own: The Senior Girls at Lajamanu School Read Glenyse Ward's 'Wandering Girl'" (Christine Nicholls); "Urban Aboriginal Children Learning To Read" (Noreen Trouw); "Recognising Ourselves and Our Heritage" (Sheryl Morgan); "Outline of English Language Acquisition (ELA) for Aboriginal Students" (Sally Slattery); "Ashmont English Enrichment Program" (Sandra Elliott); "Tutorials in Chemistry for Aboriginal Nursing Students" (K. Draisma, R. Gluck, J. Hancock, R. Kanitz, G. Knell, W. Price, G. Sharman, J. Squires); "Inclusivity and Aboriginal Studies" (Stella Emberson); "Workshop: Tuition in Writing" (Stella Emberson); "Mathematics and Language: Teaching with an Aboriginal Perspective" (Mary Knight, Robyn Hurley, Steve Flavel); "English Language Arts Program for Aboriginal and Torres Strait Islander Students" (Rose Cunningham); "The Koorie English Literacy Project KEMP in Shepparton District, Victoria" (Rosemary McKenry); "Two Sisters Teaching and Writing: A Model for Education" (Gail Dawson, Birritjalawuy Gondarra); and "Kuranda Early Childhood Personal Enrichment Program (KEEP)" (Jenni Buzacott). Some papers contain references. (HSE)

ED 381 033

FL 022 893

Dame, Melvina Azar

The Role of the School Library in Serving LEP/ESL Students.

PUB DATE- 94

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Access to Information; Advance Organizers; Cooperation; Cultural Awareness; Elementary Secondary Education; *English (Second Language); Librarians; *Library Role; *Library Services; Limited English Speaking; Literacy; Resource Materials; *School Libraries; Second Language Learning; Spanish; Spanish Speaking

This paper provides ideas implemented by one school librarian to improve and encourage the use of the school library by Limited-English-Proficiency (LEP) and English-as-a-Second-Language (ESL) students at the school. First, a description is given of how the librarian fostered a positive and welcoming environment for introducing the students to the school library. Also discussed are the efforts made by the librarian to provide hands-on activities, explanations, demonstrations of the various areas of the library and their uses and reading materials in the students' first languages which introduce them to the library collection, what kind of resources can be provided to ESL as well as mainstream teachers by the librarian, how collaborating with other agencies outside of the school who serve ESL students can benefit the students, the coordination of multicultural activities, and activities for promoting literacy skills. It is suggested that through library services provided for ESL/LEP students, these students can become equal participants in society through access to information and knowledge and thus have the opportunity to engage in the whole range of literacy. (VWL)

ED 381 034

FL 022 894

(Los Angeles, CA, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Academic Persistence; *Asian Americans; Black Students; College Freshmen; Community Colleges; Educational Attitudes; Hispanic Americans; Prior Learning; *School Involvement; Self Esteem; Socioeconomic Influences; *Student Adjustment; *Student Attitudes; *Student Evaluation; Student Experience; Two Year Colleges; *Two Year College Students

IDENTIFIERS- African Americans; Asian American Students; Hispanic American Students

This study assessed how in- and out-of-class experiences influenced the transition to college, student involvement with institutional life, and student perceptions about learning among 72 first-year community college students from three institutions with large numbers of either Hispanic or African American students. The students were interviewed in groups of 4 to 6 and were asked 13 open-ended questions about their backgrounds, transition to college, institutional attitudes, and perceptions of their learning ability. Data were analyzed using an inductive approach to identify patterns and themes. The study found that student characteristics associated with difficulty in getting involved either socially or academically on campus included the following: being a full-time mother, having been out of school for a long time, being afraid of failure, and having done poorly in high school. Validation by faculty, staff, friends, and relatives was characteristic of students who successfully made the transition to college. The paper also discusses student assessment methods that can promote student achievement and persistence in postsecondary education, such as surveys, interviews, and focus groups conducted of students upon entry, enrollment, and exit from the institution. (MDM)

ED 381 052

HE 028 175

Rendon, Laura I.; Jalomo, Romero, Jr.

Using Assessment To Identify Effective Teaching Practices.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 4 Feb 95

NOTE- 15p.; Paper prepared for the NCTLA Assessment Institute (Los Angeles, CA, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Environment; *Classroom Techniques; *College Instruction; *Educational Assessment; Educational Attitudes; Evaluation Methods; Higher Education; Prior Learning; Self Esteem; *Teacher Effectiveness; Teacher Student Relationship; Therapeutic Environment

This paper outlines the characteristics of validating and invalidating models of classroom instruction, the characteristics of good teachers, and assessment methods that support validating, therapeutic learning. The academically validating model suggests that: (1) students bring a rich reservoir of experience to the classroom; (2) the past is a

(055)

DESCRIPTORS- Educational Finance; Eligibility; Grants; Higher Education; Loan Repayment; Money Management; Need Analysis (Student Financial Aid); Parent Financial Contribution; *Paying for College; Scholarships; Student Employment; Student Financial Aid; Student Loan Programs; Work Study Programs

This short brochure offers practical advice and information to parents and students on financing a college education. It opens with 10 facts about financing a college education to serve as a backdrop for the advice and information offered in the following pages. The brochure offers its information in a question and answer format. Topics covered include: when to begin saving, good savings plans, prepayment plans, qualifications for financial aid, state and federal financial aid programs, finding help, specific situations such as divorced parents, gifts from relatives, home equity loans, income in retirement plans, college financial aid package offers, selecting a financing option, and student loans. (JB)

ED 381 073

HE 028 209

Dennis, Marguerite J.

An Insider's Guide to Selecting a College or University.

PUB DATE- 94

NOTE- 9p.; For related documents, see HE 028 207-208.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Alumni; College Applicants; *College Choice; College Environment; College Faculty; College Programs; Decision Making; Dormitories; Higher Education; Institutional Characteristics; School Holding Power; School Security; School Visitation; Student Financial Aid

This brochure is designed to help college applicants and their families to obtain the information they need to select a college. The brochure opens by listing five basic points to set the stage for gathering information and making a decision. There follows discussion of 10 criteria to consider along with an "insider tip" for each criterion and suggested questions to ask, things to examine, and points to consider. The criteria are: size; location; faculty; academic program; financial aid program; dormitory; social, cultural, recreational, and athletic environment; safety; retention program; and alumni. The next section discusses the campus visit and suggests places to include on that visit, individuals to speak with while on the visit, and 10 questions to be sure to ask. The brochure offers five final thoughts on selecting a college. (JB)

ED 381 074

HE 028 210

Wright, W. Alan; And Others

Teaching Improvement Practices: Successful Strategies for Higher Education.

PUB DATE- 95

NOTE- 420p.; Foreword by Wilbert J. McKeachie and Barbara K. Hofer.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010); Collected Works - General (020)

DESCRIPTORS- Beginning Teachers; College Faculty; *College Instruction; College Students; Cooperative Learning;

Young, Victoria E.; Nelson, C. Van

A Survey of the Impressions of Economics Departments of the
Quantitative Courses Required of Economics Majors.

PUB DATE- Oct 94

NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-
Western Educational Research Association (Chicago, IL, October
12-15, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Attitudes; Algebra; Calculus;
Computer Science Education; Department Heads; *Economics
Education; Elective Courses; Higher Education; Majors
(Students); *Mathematics Education; National Surveys; Private
Colleges; Public Colleges; *Required Courses; *Satisfaction;
Statistics; *Theory Practice Relationship

A survey of chairpersons of the Departments of Economics at 47
accredited U.S. colleges and universities collected data
concerning required and recommended courses, departments in
which students take the courses, satisfaction with the courses,
and problems in those courses where respondents indicated
dissatisfaction. Results indicated that: (1) the quantitative
course most often required of economics majors is statistics,
with 98 percent of institutions requiring it; (2) calculus was
required at almost two-thirds of institutions and linear
algebra at one-fourth; (3) statistics was taught in economics
departments 43 percent of the time and in mathematics
departments 35 percent of the time, while calculus and linear
algebra were taught in mathematics departments almost 90
percent of the time; (4) respondents were more satisfied with
quantitative courses not taken in mathematics/computer science
departments; (5) in private institutions, 94 percent of
computer programming and 80 percent of computer tool courses
were taught in mathematics/computer science departments, while
in public institutions, percentages were 50 and 33 percent
respectively; and (6) the most frequently cited area of
dissatisfaction was the lack of theoretical applications. The
paper concludes that quantitative courses should stay in the
mathematics and computer science departments, and instructors
from these departments should include more problems applying
quantitative skills to the economics field. (JDD)

ED 381 093

HE 028 231

Hutchison, Robert N.; And Others

School University Partnerships: A Status Report.

PUB DATE- Nov 94

NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-
South Educational Research Association (Nashville, TN, November
9-11, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Reports - Descriptive (Program/Project Descriptions)

(141), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *College School Cooperation; *Cooperative Programs;
Elementary Secondary Education; Higher Education; *Partnerships
in Education; Preservice Teacher Education; Professional
Development Schools; Program Descriptions; *Program
Development; Public Colleges; State Universities; Trend
Analysis; Universities

IDENTIFIERS- *Mississippi

This volume contains 16 essays on Further Education (FE) in the context of its changing status and role in the educational and economic life of Great Britain. The essays are grouped around four main themes: (1) FE and mission; (2) managerial responsibilities; (3) context; and (4) diversity. The essays are: "FE Makes Itself Indispensable" (Tony Robinson); "FE-All Dressed Up, but Does It Know Where To Go?" (Chris Hughes); "Quality-Beyond Systems" (David Toeman); "A Taste of Conscripton--Looking Back at Entitlement" (Ruth Silver and Adrian Perry); "Towards a Credit Culture in Further Education" (Peter Wilson); "Devising a New Funding Methodology for Further Education--The Funding Learning Approach" (Richard Gorringe); "Colleges and Companies" (Andrea Spurling); "Equal Opportunities and Further Education" (Keith Wymer); "The American Community College and Its Links with Industry" (Patsy Fulton); "Urban Colleges--Success against All Odds" (Annette Zera); "Rural Colleges" (Bill Bleazard); "A New Era for Scottish Colleges" (Michael Taylor); "Human Resource Strategies in the New FE" (Kate Anderson); "Incorporation and the Sixth Form Colleges" (Geoff Higgins); and "Conclusions (Michael Austin). An appendix provides a key to acronyms. Includes an index. Many papers contain references. (JB)

ED 381 113

HE 028 283

Betts, Andrew

A Focus for Human Resource Management in Further Education.

Mendip Papers, MP 069.

PUB DATE- 94

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Administrative Change; *Administrator Attitudes; *Administrator Role; *College Administration; Colleges; Foreign Countries; Higher Education; Organizational Change; Rural Schools; Urban Schools

IDENTIFIERS- *United Kingdom

A study was done to explore the role of senior and middle managers in British Further Education (FE) about a year after these institutions had been incorporated and gained their independence from local funding authorities. The research examined administrator attitudes at a large broadly based urban college providing a wide range of educational and training opportunities and at a smaller, more rural college with a typical range of courses and in the process of developing a center for performing arts. Comparison of the views of senior and middle managers revealed a mixture of different perceptions, opinions and attitudes as well as different institutional responses to change under the new conditions. A critical area of change identified was that senior managers are now responsible for understanding and shaping the organizational culture. The analysis also found that institutions are being challenged to become "thinking organizations" where innovation is supported. Further the data suggest that the challenge may be to release managers from functionalism, to open up the strategic dimension of each manager's work and encourage new ideas about the future. A diagram of the McKinsey framework used in the data analysis is included. (Contains 28 references.) (JB)

ED 381 114

HE 028 284

Sallis, Edward

faculty; (4) faculty generally are satisfied with Media Center products and services; (5) faculty are somewhat hesitant about using many technologies in the classroom; (6) traditional media (i.e., overheads) are still more preferred than new media (i.e., multimedia); and (7) many faculty are more concerned with equipment and facilities than with products and services. The implication is that most faculty at Auraria are hesitant to extend beyond current levels of educational technology use or integrate new media into their curricula even though they perceive a high value of educational technology. Seven figures illustrate the findings on the seven research questions. Twenty-seven appendices provide copies of the cover letter and questionnaires; figures illustrating different breakdowns of data; a summary of the assessment process; the Auraria Media Center staff feedback memo; a staff question list; and a summary of staff input into the assessment process. (Contains 18 references.) (Author/MAS)

ED 381 131

IR 017 053

Technology Deployment and Interoperability in the National Information Infrastructure. Hearing before the Subcommittee on Technology, Environment and Aviation of the Committee on Science, Space, and Technology. House of Representatives, One Hundred Third Congress, Second Session.

PUB DATE- 26 Jul 94

NOTE- 67p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Access to Information; Competition; Computer Networks; Economic Opportunities; Government (Administrative Body); Hearings; *Incentives; *Information Industry; *Investment; *Private Sector; Research and Development; Social Influences; Technological Advancement; *Telephone Communications Industry

IDENTIFIERS- Congress 103rd; *National Information Infrastructure

This document presents the proceedings of a Congressional hearing on private sector initiatives to develop the National Information Infrastructure (NII) with a focus on understanding the nature of industry investment in the NII and how those investments will contribute to the Administration's goals for NII. Statements are provided by the following witnesses: Clark S. Ryan, Chief Technical Officer, AT&T Bell Laboratories; Ross K. Ireland, Vice President, Network Technology, Pacific Telesis Group; Stewart D. Personick, Assistant Vice President, Bellcore; and Peter P. Bassermann, Chairman, Technology and Operations Council, Cellular Telephone Industry Association and President, Southern New England Telephone Mobility. Discussion includes a hybrid fiber-optic network; the tension between open architecture and investment incentive in the initial development of an advanced NII; and technological challenges of interoperability. The following needs are identified: the reform of current federal policies, including removal of restrictions on private industry; federal support of standards and research and development of technology; maximizing social and economic benefits through an open competitive environment; consistency between industry technology deployment plans and the Administration's vision of NII; and affordable access. (AEF)

ED 381 132

IR 017 054

Russin, Irene

A Comparison of the Effect of Teacher-Directed Instruction (and

Study.
 SPONS. AGENCY- Office of Educational Research and Improvement
 (ED), Washington, DC.
 PUB DATE- 94
 NOTE- 236p.
 LANGUAGE- English
 EDRS Price- MF01/PC10 Plus Postage.
 PUB TYPE- Reports - Research/Technical (143), Information
 Analyses/State-of-the-art Materials - ERIC Information Analysis
 Products (071)
 DESCRIPTORS- Academic Achievement; Computer Networks; *Computer
 Uses in Education; Cooperative Learning; *Educational Change;
 Educational Objectives; Educational Strategies; *Educational
 Technology; Elementary Education; Instructional Improvement;
 Interviews; Microcomputers; Program Implementation; *School
 Restructuring; Student Attitudes; Surveys; Teacher Attitudes;
 Teaching Methods
 IDENTIFIERS- Adams Araphol School District C0; *Impact Studies;
 *Technology Integration
 Peakview is a new school that is implementing a number of
 organizational and teaching strategies advocated by the school
 restructuring reform movement. Among those strategies is the
 infusion of more than 80 networked microcomputers and related
 technology and software. This evaluation study examined the
 impact of the technology on the school community. Surveys,
 interviews with school personnel and students, and classroom
 observations were performed. Evidence was found that technology
 plays an essential role in facilitating the school's goals.
 Teachers are using the technology to adapt to needs and
 interests of students, and to increase the amount and quality
 of cooperative learning activities. Students use the technology
 for research and writing activities, and for instructional
 support in a variety of areas. Technology has changed the way
 teachers work instructionally and professionally, resulting in
 a net increase of hours and greater productivity,
 effectiveness, and satisfaction. The many factors contributing
 to this success form the basis of a set of recommendations
 provided for implementing technology in other schools. An
 overview of the study, a literature review, and the methodology
 used are discussed in chapters 1-3. Chapters 4-9 address the
 following issues; use of technology; impact on teaching;
 implementation factors; teacher attitudes; student achievement;
 and student attitudes. Conclusions and recommendations are
 offered in chapter 10. (Contains 43 references, 100 figures,
 and 19 tables.) (MAS)

ED 381 150

IR 017 076

Benson, Gregory M., Jr.
 SUNY Campus Leadership as a Catalyst for Developing Virtual
 Community Learning Systems.
 PUB DATE- Apr 95
 NOTE- 40p.; Adaptation of an address and paper entitled "Creating
 the Learning Community: Considerations for the School
 Superintendent as Community Learning Manager," presented at the
 New England Conference on Technology and Education (Cambridge,
 MA, April 1, 1995).
 LANGUAGE- English
 EDRS Price- MF01/PC02 Plus Postage.
 PUB TYPE- Reports - Evaluative/Feasibility (142)
 DESCRIPTORS- Adult Education; *Community Education; Educational
 Strategies; *Educational Technology; Elementary Secondary
 Education; Higher Education; Information Technology;
 *Leadership; *Lifelong Learning; Nonschool Educational

Papers distribute information on the use of networking, information technology and telecommunications by and of interest to the international library community. This occasional paper is comprised of three papers related to technologies in Russian libraries: (1) "The First Russian Computerized Library Network: Description and Perspectives of the LIBNET Project" (Yakov Shraiberg and Mikhail Goncharov); (2) "The Current State and Prospects of Online Systems in Russian Libraries" (Yakov Shraiberg); and (3) "Problems of Optical Character Recognition Technologies in Russian Libraries and Information Centres" (M. Goncharov; and D. Nikolaev). (MAS)

ED 381 169

IR 055 462

Multiculturalism Bibliography: Selected Sources from the Collection of the New York State Library.

PUB DATE- Jan 94

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- American Indians; Art Materials; Asian Americans; Blacks; Business; *Cultural Pluralism; Disabilities; Ethnic Groups; Ethnicity; Hispanic Americans; *Library Collections; Library Statistics; *Minority Groups; Music; Periodicals; Sex Discrimination; *Social Discrimination

IDENTIFIERS- African Americans; Native Americans; *New York State Library

This bibliography of selected sources from the New York State Library collection focuses on four minority groups: African Americans, Asian Americans, Hispanic Americans, and Native Americans. It also lists resources pertaining to other conditions that often cause individuals or groups to meet with discrimination such as age, disability, ethnicity, gender, sexual orientation, or weight. In addition to the bibliographic information, each entry contains the New York State Library call number in parenthesis to expedite the interlibrary loan process, if necessary. The sources are divided and highlighted as follows: general; census/statistical information; bibliography; cultural diversity; curriculum; history; arts and music; business; discrimination against minorities; and selected periodical articles. An electronic reference station is also provided, listing selected databases that are available in the Library. Multicultural education definitions are covered in the appendix. (AEF)

ED 381 170

IR 055 463

Cohen, Bonnie Primus; Simkin, Linda S.

Library-Based Parent Resource Centers: A Guide to Implementing Programs.

SPONS. AGENCY- New York State Developmental Disabilities Planning Council.

PUB DATE- 94

NOTE- 139p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Agency Cooperation; *Child Development; Child Rearing; *Developmental Disabilities; *Library Services; *Parent Education; Parent Materials; Preschool Children; Public

the identified barriers: neutral language in evaluation instructions; scrutiny to assure bias-free test content; definition of clear outcomes; flexible evaluation to accommodate learning and culture and the use of various means of score analysis; self-administered tests and the provision of evaluation options to students; regular formative evaluation; extending peer-tutoring and other group models to the evaluation process; and performance-based assessment evaluating skills in a natural setting. A survey was conducted at Centennial College to identify evaluation methods that students and faculty felt provided the most fair and equitable opportunity to illustrate students' knowledge and skills. The survey obtained responses from 1,542 continuing education students, 1,688 full-time students, and 156 faculty. The study revealed that some cultural groups had a wide range of experiences with evaluation formats while others had only limited exposure; female students and students under 25 were more experienced with all formats than male students and older students; students who spoke only English at home had more experience with all formats; and students completing their highest educational level 1 to 3 years prior to the survey experienced a broader range of testing than students completing their highest educational level more than 3 years prior to the survey. Based on the literature review and survey findings, faculty were urged to define learning outcomes; carefully consider the evaluation format; examine contents closely; link things to connect personal experience with the challenge process; and provide formative features. (Contains 17 references.) (KP)

ED 381 188

JC 950 171

Prager, Carolyn; And Others

Multi-Source, Multi-Level Articulation in the Era of Health Reform: Articulating the Health Sciences to Health Services Administration Baccalaureate Programs.

PUB DATE- 26 Mar 95

NOTE- 9p.; Paper presented at the Annual Meeting of the North Central Association (100th, Chicago, IL, March 26-29, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Standards; *Allied Health Occupations Education; *Articulation (Education); Associate Degrees; Bachelors Degrees; *Change Strategies; Community Colleges; *Curriculum Development; *Educational Change; Higher Education; Intercollegiate Cooperation; Nursing Education; Two Year Colleges

The education and reeducation of health care professionals remain essential, if somewhat neglected, elements in reforming the nation's health care system. The Pew Health Professions Commission (PHPC) has made the reform of health care contingent upon the reform of education, urging educational institutions to design core curricula with interdisciplinary emphases around 17 general competencies responsive to emerging systems of health care delivery. The PHPC has recommended model core curricula through broadly based majors and minors in allied health. The National Health Care Skill Standards Project is developing connected performance and content standards that link the academic core to occupational clusters. Senior institutions can help bring postsecondary health science education into congruence with impending changes through multi-

The study focused on evidence of a lack of gender equality in selected occupations; the characteristics of two- and four-year college students and graduates; the characteristics of two-year vocational degree students and graduates; and the effectiveness of programs to increase the numbers and proportions of women in non-traditional careers. Study findings included the following: (1) high school graduates with the most social and economic resources attend and graduate from four-year, rather than two-year, colleges; (2) nearly 75% of the high-resource high school graduates who went directly to a four-year college graduated within 6 years, while only 33% of the high school graduates who entered a two-year college graduated within 4 years; (3) about half the students in two-year colleges enroll in vocational curricula, with less than half of the entering students graduating; (4) over half of the males who enter a vocational-technical program graduate with an associate's degree within 4 years, though only 13% of the women students finish such a vocational-technical program; and (5) EPCC Women in Technology (WIT) demographics reflect national trends, with women representing the majority of the study body (62%), but a minority of the graduates (47%) and a small minority of those taking vocational-technical courses (15%) and graduating with vocational-technical degrees (11%). (Contains 19 references.) (KP)

ED 381 205

JC 950 195

Articulation Report, December 1994.

PUB DATE- Dec 94

NOTE- 199p.; For the previous report, see ED 366 402.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; *Articulation (Education); *College Transfer Students; Community Colleges; Comparative Analysis; *Enrollment Trends; Ethnic Groups; *Grade Point Average; Higher Education; Majors (Students); School Statistics; State Surveys; State Universities; *Student Characteristics; Tables (Data); Two Year Colleges

IDENTIFIERS- *Florida; *State University System of Florida

Focusing on data from 1991 to 1993, this articulation report provides information on students enrolled in Florida's State University System (SUS). Prior to enrolling in their respective universities, these students attended one of Florida's 28 public community colleges. Following an overview of articulation in Florida, 15 tables are provided, presenting information on students' gender, race, age, date of entry into the SUS, hours of credit transferred, and hours of credit earned at the university; the SUS enrollment rate of former community college students; grade point averages (GPA's); student majors; comparisons of the SUS performance of transfers based on semester hours earned at the two-year college; and comparisons of the performance of associate of arts graduates in the SUS with native SUS students. Highlighted findings include the following: (1) in fall 1993, there were 73,021 former community college students in the SUS, an increase of over 8% from 1991; (2) from 1991 through 1993, the percentage of these former community college students who were female remained constant at 56%; (3) for the same period, the percentage of white student transfers to the SUS decreased by 2%, while the percentage of Black, Hispanic, and Asian students increased by 1.4%, 0.6%, and 0.2%, respectively; (4) 83.7% of the 1993 transfer students had accumulated 60 semester hours or more upon entering the SUS; and (5) in fall 1993, 70.3% of the

was of high quality, current with industry standards, met their expectations, and will be useful on the job; (5) all 10 employers who had hired former students were satisfied with the graduates' attitudes, motivation, safety practices, and workplace values, but only 60% were very satisfied with their employees punctuality; and (6) 90% of the Garden Center customers were satisfied with the overall services provided, but only 60% were satisfied with prices. (The survey instruments are appended.) (KP)

ED 381 222

JC 950 219

Institutional Effectiveness Assessment Process, 1993-94.
Executive Summary. Hospitality and Service Occupations
Division, Cosmetology Department.

PUB DATE- 94

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test,
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Outcomes Assessment; Community Colleges;
Cosmetology; *Program Evaluation; *School Community
Relationship; Self Evaluation (Groups); Service Occupations;
*Student Attitudes; Two Year Colleges; Two Year College Students
IDENTIFIERS- *South Seattle Community College WA

A study was conducted to evaluate student and student employer satisfaction with the services provided by the South Seattle Community College (SSCC) Cosmetology Department. Specifically, the study gathered data related to four outcomes: that students receive an educational experience allowing them to meet their goals; that former and current students be satisfied with facilities, equipment, and the quality of instruction; that employers be satisfied with graduates; and that customers of the Department's Beauty Center be satisfied with services. Findings for the first outcome indicated that 77% of employed former students were working in cosmetology or a related field and 100% passed a state licensing test within their first two attempts. Responses related to the second outcome indicated that over 50% of former students were satisfied to a high extent with facilities; 59% reported that the number of teachers was inadequate; and 86% of the current students were satisfied with the content of instruction, while 46% were least satisfied with their ability to apply their skills. Findings regarding outcome three indicated that employers rated SSCC graduates highest in skin care, haircutting, hairstyling, and business practices, and lowest in haircolor and permanent waving. Findings related to the fourth criterion indicated that 95% of respondents have recommended the Beauty Center to others. (Survey instruments are appended.) (MAB)

ED 381 223

JC 950 220

Institutional Effectiveness Assessment Process, 1993-94.
Executive Summary. Liberal Studies Division, Basic Skills,
College Transfer, Critical Thinking, Cultural Diversity.

PUB DATE- 94

NOTE- 26p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Basic Skills; Classroom Techniques; College
Transfer Students; Community Colleges; *Critical Thinking;
Diversity (Institutional); *Participant Satisfaction; *Program

need for reauthorization changes in such programs. It summarizes four hearings held by the Committee on Agriculture, Nutrition, and Forestry on the proposed legislation and contains a section-by-section analysis of the Act. Congressional Budget Office cost estimates for the Act through 1999 are included. The bulk of the report specifies the changes that the Act will bring about in existing law. (MDM)

ED 381 241

PS 023 059

Maude, Susan P.; And Others

Exemplary Practices in Early Childhood Education in Illinois:

Evaluation Study and Case Studies, 1990-1991 and 1991-1992.

PUB DATE- 92

NOTE- 56p.; Photographs may not copy adequately.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Case Studies; Day Care Centers; *Early Childhood Education; Educational Assessment; Educational Quality; Family Involvement; Personnel; Personnel Evaluation; *Preschool Evaluation; Program Descriptions; *Program Effectiveness; Program Evaluation; Program Validation; State Surveys; *Statewide Planning; Young Children

IDENTIFIERS- *Illinois; *Program Characteristics

This report presents the results of a 2-year collaborative effort by the Illinois State Board of Education and 2 independent evaluators to assess early childhood programs in various sites throughout Illinois, and to provide models for other schools or community programs developing and expanding services for young children. The evaluation components consisted of expert reviews on five dimensions chosen to provide evidence that the programs under evaluation would be viable in other areas within the state: (1) program description, including philosophy and goals; (2) description of the practice, including services provided and costs; (3) personnel involvement, including duties and qualifications; (4) evidence of effectiveness, including measures and outcome data; and (5) transportability, including conditions needed for effective adaptation. The evaluation reports for all the finalist, semifinalist and honorably mentioned programs for the years 1990-91 and 1991-92 are presented. Nine programs were selected as finalists in 1990-91, seven as finalists in the 1991-92 search, and five as semifinalists in the 1991-92 search. These finalists were selected on the basis of four practice areas: staffing patterns, service delivery, family involvement, and program design. In addition to these awards, honorable mention awards were given in the area of staffing patterns, program design, family involvement, and early childhood network. (AA)

ED 381 242

PS 023 063

Holt, Larry

Cooperative Learning in Action.

PUB DATE- 93

NOTE- 143p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

areas that had infant mortality rates that were 1.5 to 2.5 times the national average. Project locations include major cities such as Chicago, Illinois; Boston, Massachusetts; and Oakland, California, and rural areas in South Carolina and the Plains states. The projects brought together families and community organizations to design and implement new procedures in an intensive effort to reduce the infant mortality rate in their communities by one-half within 5 years. In this report, representatives from each of the projects share the lessons they learned in planning and implementing the Healthy Start initiative to reduce infant mortality. While some speakers discuss unique aspects of their programs, many stress common themes. Recurrent themes in the reports include community involvement, consortia development, management and governance, program initiatives, provider issues, and sustainability. These themes are outlined in the executive summary at the beginning of the volume. (BAC)

ED 381 262

PS 023 156

Young, Mary Emig

Investing in Young Children. World Bank Discussion Papers No. 275.

PUB DATE- 95

NOTE- 70p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *Child Development; Child Health; Child Welfare; Day Care; *Developing Nations; Developmental Programs; Early Childhood Education; Family Programs; Foreign Countries; *Human Capital; *Integrated Services; Nutrition; *Young Children
IDENTIFIERS- Family Support; Program Characteristics; *World Bank
Designed primarily for World Bank staff and their colleagues in borrowing countries, this paper summarizes why investment in human capital formation through early child development is worthwhile. Chapter 1 introduces the importance of early childhood programs, noting events that have given new visibility to children's issues at the international level. Chapter 2 presents scientific support, socioeconomic reasons, the intersecting needs of women and children, and the synergistic effects of health, nutrition, and stimulation on early childhood development, as rationale for investment in early childhood care and development. Chapter 3 seeks to determine which early childhood programs provide the most reliable outcomes, given the resource constraints of a developing country. It examines program options and programming experiences with projects both inside and outside the purview of the World Bank. Chapter 4 reviews the essential minimum inputs and approaches to packaging such projects. Policy formation and targeting at-risk populations are considered key elements in any early child development strategy. The next chapter suggests three kinds of actions that the World Bank can take: (1) undertake more projects on integrated early child development; (2) support sector work and policy dialogue to assess needs of integrated child services; and (3) fund research and evaluation. The concluding chapter notes that the Bank should increase its lending for early child development investments. The report's three appendices include evidence from developed and developing countries that supports the case for early childhood care, a summary of Bank-financed projects, and examples of projects packaged with different design approaches. (BAC)

rural community, were 19 first-graders who had attended preschool and 39 who had not. Scores from the Primary I level of the Metropolitan Achievement Test, sixth edition, were compared between the two groups. Analyses revealed that there was no significant difference among the two groups of children. The results suggest that language achievement test scores are not indicative of preschool effectiveness. (HTH)

ED 381 281

PS 023 211

Drummond, Marcy J.; Nelson, J. Ron
Children's Awareness of the Educational and Life Consequences of Interpersonal Interactions.

PUB DATE- Mar 95

NOTE- 30p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Childhood Attitudes; Elementary Education; *Elementary School Students; Grade 1; Grade 3; Grade 6; Interaction; Interpersonal Competence; *Interpersonal Relationship; Interviews; Motivation; Peer Relationship; Performance

IDENTIFIERS- Adult Child Relationship; Self Regulation

Sixty children in first, third, and sixth grades at one K-6 elementary school took part in a study of: (1) their awareness of the consequences of positive and negative interpersonal interactions; and (2) their awareness of the consequences of interpersonal interactions across intrapersonal dimensions such as motivation, performance, and interpersonal relationships. Subjects were interviewed regarding the education and life consequences of four types of interpersonal interactions: (1) positive adult-child interaction; (2) negative adult-child interaction; (3) positive child-child interaction; and (4) negative child-child interaction. The results of this study indicate that children are aware of the consequences of positive and negative interpersonal interactions. Children are also aware of the stability of the consequences across intrapersonal dimensions, time, and interpersonal subtypes. Findings support the supposition that children have the requisite awareness for understanding the unmitigated consequences of interpersonal behavior, a matter that is important for self-regulatory behavior. (DR)

ED 381 282

PS 023 215

Niebrzydowski, Leon
Friendship among Adolescents.

PUB DATE- Mar 95

NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; Childhood Attitudes; Developmental Stages; Foreign Countries; *Friendship; *Individual Needs; Interpersonal Competence; Sex Differences

IDENTIFIERS- *Adolescent Attitudes; Friendship Scale (LaGaipa); Poland; *Quality of Friendship

athletics; (3) sense of being different and misunderstood by both school personnel and other students; (4) desire to participate in planning for themselves; (5) additional needed support for parents; and (6) life goals of independence, a good job, a good income, and having a family. Survey results also indicate that schools felt the pressure of inadequate funding to meet the rising costs of special education; teachers saw the lack of space and resources as prohibitive in providing alternative learning experiences; and staff felt that they were inclusive of parents in program planning and implementation. However, parents saw schools as inflexible in arranging meeting times and felt that too many children were expelled from school or removed from school activities as a source of punishment. Results suggest that improved communication and understanding of the needs of all parties involved would help improve special education programming. (LP)

ED 381 300 RC 020 021

Fischer, Valerie

Bigger Isn't Always Better: Meeting the Challenges of Transition in Rural Communities.

PUB DATE- Mar 95

NOTE- 9p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Agency Cooperation; *Delivery Systems; Educational Cooperation; *Education Work Relationship; Integrated Services; *Regional Planning; Rural Areas; Rural Education; *School Community Programs; Secondary Education; Secondary School Students; *Special Education; *Transitional Programs

IDENTIFIERS- Local Control; *North Dakota

This paper describes Project TransND, a transition services project implemented jointly through the North Dakota Department of Public Instruction, Office of Special Education, and the Office of Vocational Rehabilitation. This program helps prepare special education students to transition from high school to the work world. Project goals include designing, implementing, and improving an integrated transition planning and service delivery system that considers the unique characteristics of North Dakota; identifying and providing resources essential to transition planning and service delivery; and developing and delivering effective training for participants. The program divides the state into nine planning regions: eight geographic regions and one covering the state's four American Indian reservations. Each region has a regional governing board made up of local stakeholders who oversee activities related to transitional services. Each board employs a regional transition coordinator (RTC) who organizes an interagency network of transition services and responds to regional needs and concerns. Each region identifies goals and objectives that consider the local economic, population, and labor resources available. The nine RTCs meet monthly to collaborate and to exchange information. This regional approach has proven successful as it allows for local ownership, administration, and evaluation of services. Future program activities include various media projects, tracking of special education dropouts, identification of alternate programs, active student

to approximately 700 Caucasian teachers. To further explore this trend, 200 gifted teachers were surveyed in West Virginia concerning the ethnicity of themselves and their students. West Virginia gifted students are identified by an IQ score of 130 or above, which represents 2 percent of the student population. However, only 37 of the state's 12,503 Black students were identified as gifted, accounting for only two-thirds of 1 percent of Black students. While Blacks were represented among counselors, supervisors, principals, and classroom teachers, there were no Black school psychologists responsible for administering and interpreting IQ tests. One approach to increasing the number of Black students and other minority groups in gifted programs involves developing community, teacher, and parent awareness programs that help identify gifted students. Equally important is the training of minority group teachers for gifted education. Includes tables of demographic characteristics of gifted teachers and students in West Virginia. (LP)

ED 381 317

RC 020 038

Schaefer, June M.; And Others
Harnessing the Resources That Abound within Rural Schools To
Create Systems Change for All Kids.

PUB DATE- Mar 95

NOTE- 10p.; In: Reaching to the Future: Boldly Facing Challenges
in Rural Communities. Conference Proceedings of the American
Council on Rural Special Education (ACRES) (Las Vegas, Nevada,
March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Reports - Evaluative/Feasibility (142), Speeches,
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Change Strategies; Distance Education; *Educational
Change; Educational Policy; Elementary Secondary Education;
Higher Education; Inclusive Schools; *Intermediate
Administrative Units; *Mainstreaming; Program Evaluation; Rural
Education; School Districts; Special Education; *Staff
Development; *Technical Assistance

IDENTIFIERS- Marquette Alger Intermediate Sch Dist MI

In 1990 the Michigan Inclusive Education Initiative was
implemented by the state department of education to facilitate
full inclusion of disabled students into regular classroom
settings. This paper reports on implementation of inclusive
education within the Marquette-Alger Intermediate School
District (MAISD) in the Upper Peninsula region of Michigan. The
MAISD consists of 12 rural school districts with a K-12
population of approximately 15,000 students, of which 10
percent receive special education services. The MAISD "systems
change" required commitment from the 12 local district
superintendents to decentralize special education operations
from MAISD to local school districts; integrate special
education students within the local district transportation
system; change the MAISD's role from operations to extensive
leadership in staff development; continue parent/family support
systems; and integrate special education planning at the local
level, assuring site-based decision-making. The role of MAISD
staff in providing technical assistance and staff development
leadership to the local districts was critical to the success
of program development and implementation. In 1993 the MAISD
expanded its technical assistance and staff development
services to other Intermediate School Districts that were
developing inclusive education programs. An evaluation of the

PUB DATE- Mar 95

NOTE- 9p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Education; *Career Ladders; Certification; *Competency Based Education; Degrees (Academic); Developmental Disabilities; Educational Cooperation; Elementary Secondary Education; Higher Education; Mental Retardation; *Paraprofessional School Personnel; *Rural Education; *Special Education; Staff Development; *Training

IDENTIFIERS- Minot State University ND; *North Dakota
This paper describes the North Dakota Statewide Mental Retardation/Developmental Disabilities Facility Staff Training Program. For the past 10 years, the training program, in association with Minot State University, has been available to agencies and their employees who provide services to individuals with developmental disabilities in rural areas. Full-time direct service staff are required to demonstrate knowledge and skills in topic areas addressed in 14 training modules. These skills are taught at provider sites by certified regional trainers. In addition to entry level certification, the program offers advanced certification, an associate of arts degree in developmental disabilities, a bachelor of science degree in mental retardation (nonteaching), and a master of science degree in special education. In October 1992, the North Dakota Center for Disabilities (NDCD) expanded the program to address the increasing demand for paraeducators, particularly in rural areas. In the project's first year, four pilot sites were selected and curriculum development was initiated. The second year saw an additional 14 special education units brought into the program, with the remaining 13 units joining in the third year. Areas of training were developed according to the surveyed needs of program participants and consist of initial and advanced levels of certification. Training modules can be presented through large group instruction, small group format, on-the-job demonstrations, or self-instruction. Participant competencies are evaluated through pretests/posttests that accompany each training module. As federal funding ends, the NDCD has been actively seeking ways to preserve the program. (LP)

ED 381 334

RC 020 055

Yeager, Noranne

Inclusion: The Results of Attendance, Achievement, and Self-Concept in a Class-within-a-Class Model.

PUB DATE- Mar 95

NOTE- 10p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Attendance; Disabilities; Elementary Secondary Education; *Inclusive Schools; Inservice Teacher Education; Mainstreaming; Program Evaluation; *Regular

DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Learning Theories; *Mathematics; *Mathematics Education; *Mathematics Instruction; *Philosophy
 IDENTIFIERS- *Social Constructivism
 This book discusses both the philosophy of mathematics and of mathematics education. The first part is a critique of existing approaches and a new philosophy of mathematics. Chapters include: (1) "A Critique of Absolutist Philosophies of Mathematics," (2) "The Philosophy of Mathematics Reconceptualized," (3) "Social Constructivism as a Philosophy of Mathematics," (4) "Social Constructivism and Subjective Knowledge," and (5) "The Parallels of Social Constructivism." The second part of the book explores the philosophy of mathematics education and shows that many aspects of mathematics education rest on underlying, usually implicit, philosophical assumptions. Making these assumptions explicit puts a critical tool into the hands of teachers and researchers. Chapters in this section are: (6) "Aims and Ideologies of Mathematics Education," (7) "Groups with Utilitarian Ideologies," (8) "Groups with Purist Ideologies," (9) "The Social Change Ideology of the Public Educators," (10) "Critical Review of Cockcroft and the National Curriculum," (11) "Hierarchy in Mathematics, Learning, Ability and Society," (12) "Mathematics, Values and Equal Opportunities," and (13) "Investigation, Problem Solving and Pedagogy." Each chapter contains notes. (Contains 654 references.) (MKR)

ED 381 352 SE 056 049

von Glasersfeld, Ernst
 Radical Constructivism: A Way of Knowing and Learning. Studies in Mathematics Education Series: 6.

PUB DATE- 95

NOTE- 231p.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Books (010), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Concept Formation; *Constructivism (Learning); Elementary Secondary Education; Foreign Countries; *History; Language Role; *Mathematics Education

IDENTIFIERS- *Piaget (Jean); Radical Constructivism

This book gives a definitive theoretical account of radical constructivism., a theory of knowing that provides a pragmatic approach to questions about reality, truth, language and human understanding. The chapter are: (1) "Growing up Constructivist: Languages and Thoughtful People," (2) "Unpopular Philosophical Ideas: A History in Quotations," (3) "Piaget's Constructivist Theory of Knowing," (4) "The Construction of Concepts," (5) "Reflection and Abstraction," (6) "Constructing Agents: The Self and Others," (7) "On Language, Meaning, and Communication," (8) "The Cybernetic Connection," (9) "Units, Plurality and Number," and (10) "To Encourage Students' Conceptual Constructing." Each chapter contains notes. (Contains 218 references.) (MKR)

ED 381 353 SE 056 050

Wray, Thomas K.
 Chemical Demonstrations: The Chem Demo Book. A Guide To Fun, Safe & Exciting Chemical Demonstrations. Second Edition.

PUB DATE- 94

NOTE- 68p.; For a related document, see SE 056 051.

LANGUAGE- English

DESCRIPTORS- *Engineering; Futures (of Society); Innovation;
*Interdisciplinary Approach; *Optics; Physics; *Research Needs;
*Research Opportunities; Science Education
IDENTIFIERS- *National Science Foundation

The National Science Foundation (NSF) workshop on Optical Science and Engineering was organized to examine approaches NSF could use to identify opportunities in optical science, engineering, and education that meet both the mission of NSF and its broader national goals. The workshop participants identified opportunities where optical science and engineering research conducted by small interdisciplinary teams of investigators would significantly accelerate progress in areas of interest to the nation including the national information infrastructure, biology and medicine, chemistry and physics, materials processing and manufacturing, and education. This report contains: (1) an executive summary; (2) an introduction to the workshop and its organization; (3) basic findings and recommendations; (4) panel reports (panels include Information and Communication, Biology and Biomedical Engineering, Optical and Photonic Materials and Devices, Fundamental Optical Interactions, Optical Processing and Manufacturing, and Instrumentation and Sensing); and (5) NSF-wide initiative in optical science and engineering. (LZ)

ED 381 375

SE 056 135

Taggart, Raymond F.
Technology and Meteorology. An Action Research Paper.
PUB DATE- 94

NOTE- 45p.; Master of Education Research Paper, University of Central Florida.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- *Action Research; *Educational Technology;
*Elementary School Students; Grade 6; Intermediate Grades;
*Meteorology; Science Education; Scientific Attitudes; Student Attitudes; Surveys; Teaching Methods

IDENTIFIERS- *Hands On Experience; *Science Achievement; Science Education Research

Meteorology, the science of weather and weather conditions, has traditionally been taught via textbook and rote demonstration. This study was intended to determine to what degree utilizing technology in the study of meteorology improves students' attitudes towards science and to measure to what extent technology in meteorology increases higher-level thinking skills. Two groups, treatment (n=120) and traditional (n=126), of sixth-grade science students were presented meteorology using differing technologies, activities, and methods. The traditional method of lecture, notes, reading, answering textbook questions, demonstrations, and activities were presented to the traditional group. Instruction and practice using technology was given to the treatment group. Both groups were measured by a chapter test and an attitude survey. The data suggested that technology properly infused in the setting in which it was administered improves attitude and increases understanding. An appendix contains treatment group lesson plans. Contains 25 references. (MKR)

ED 381 376

SE 056 146

Parsons, Sharon; And Others
The Art of Reflecting in a Two-Way Mirror: A Collaborative
Autobiographical Study by Three Science Educators. Working

Based on the assumption that much can be learned from the studies of experienced science teachers, the purpose of this study is to identify the knowledge base that contributed to the instructional representations demonstrated by four exemplary junior high school biology teachers. Results are intended to provide suggestions that would be useful to science teacher educators and science teachers. Multiple qualitative data gathering methods and triangulation were employed to enhance the validity of the findings. Analysis indicated that the knowledge base of the teachers' instructional representations consisted of five major categories: knowledge of subject matter, students, curriculum, context, and alternative representations. Each category had several chief subcategories. These categories overlapped and interacted with each other. The results indicate that it is important to provide science teachers with knowledge in the five major categories and that it is necessary to help teachers integrate the different categories of knowledge for teaching. Contains 26 references. (LZ)

ED 381 397

SE 056 263

Safety in Science for Primary Schools. 1st Edition.

PUB DATE- 94

NOTE- 81p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Demonstrations (Science); Elementary Education; Elementary School Teachers; Foreign Countries; Instructional Materials; *Safety; *Safety Education; Science Education; *Teacher Education

IDENTIFIERS- *Be Safe; England

This packet of teacher education materials is based on the publication "Be Safe!" and is intended for those teaching science to children ages 4 to 12. The pack contains INSET materials that supplement a safety exhibition contained in the second edition of "Be Safe!". Five basic activities include instructions for training leaders and reproducible teacher education materials. Activities cover: (1) how to use the exhibition material (contains copy masters for a question sheet, drawings, and answer sheet); (2) brainstorming on safety; (3) safety quiz, and how to use quiz materials (contains copy masters for quiz cards and safety quiz answers); (4) developing a school policy for safety in science and a science safety checklist; and (5) teaching children about safety and suggestions for activities for children. Appendices provide letters from government officials (England) endorsing the program, safety bibliography (14 references), immediate remedial measures in the event of an accident, example of the safety section from one school's science policy, safety background materials, index, and common safety symbols. (LZ)

ED 381 398

SE 056 265

Halloun, Ibrahim

Schematic Structure of Scientific Concepts: The Case of Physics.

PUB DATE- Apr 95

NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995). For a related document, see SE 056 266.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

initiatives in policy, planning and resource mobilization, education facilities, and quality assurance. The final chapter, chapter 4, draws attention to the substantial progress made in international and regional cooperation, reporting on particular projects and activities, and suggesting how regional, sub-regional, and bilateral cooperation could be further developed. (DK)

ED 381 417

SO 024 375

Education Facing the Crisis of Values: Strategies for Strengthening Humanistic, Cultural, and International Values in Formal and Non-Formal Education.

PUB DATE- 92

NOTE- 38p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Collected Works - General (020)

DESCRIPTORS- Aesthetic Values; *Cultural Differences; Curriculum Development; *Educational Development; Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; *International Cooperation; *International Educational Exchange; Multicultural Education; Science and Society; *Values Education

This document was prepared on the basis of discussions at a workshop organized by UNESCO and other groups on the subject of education facing the crisis of values from the point of view of: (1) cultural identity and cultural diversity in education; (2) humanistic, ethical, and aesthetic values in education; and (3) education facing the ethical problems that arise from scientific and technological progress. The document presents summaries and recommendations made regarding these themes. The first of five sections contains presentations by representatives of UNESCO and the Association Descartes. The next three sections each take one of the three featured points of view. Section 2 on the point of view of cultural identity and diversity contains: (1) "The reasons for providing intercultural education and an assessment of experiments to date" (Perotti); (2) "Cultural diversity and promotion of values" (Batelaan; Gundara); (3) "Ideology and ethical values in education" (Avakov); (4) "Prospects in Africa" (Wininga); (5) "Prospects in Latin America" (Lopez); (6) "The 'Musée en herbe'" (Lusardy). Section 3 on values includes: (1) "Humanism today: peace, tolerance, and democracy" (Best); (2) "Values and the school curriculum" (McNicoll); (3) "Prospects in Asia" (Rajput); (4) "The responsibility of local authorities" (Schuster); (5) "Art and one's everyday surroundings" (Langlois); and (6) "Art as salvation" (Rosenfeld). Section 4 on ethical problems contains: (1) "A jurist's viewpoint" (Gerin); (2) "A philosopher's viewpoint" (Lecourt); (3) "The ethical problems arising from research" (Adam); (4) "Education and bioethics" (Huber); (5) "A worldwide code of ethics: the role of universities" (Jaumotte); (6) "The role of industry in education" (Carrigou); and (7) "Physics teaching and the crisis of values" (Lovas). The fifth section contains conclusions and general recommendations. (DK)

ED 381 418

SO 024 376

Development of Education In Asia and the Pacific: A Statistical Review.

PUB DATE- Jun 93

NOTE- 71p.; For a related document, see SO 024 373. Statistics

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Coeducation; Educational
Environment; Educational Research; Foreign Countries; Grade 7;
Grade 8; Grade 10; High Schools; *Instructional Program
Divisions; Junior High Schools; Sex; Sex Bias; Sex Differences;
Single Sex Schools; *Student Attitudes; *Student Interests;
*Teacher Expectations of Students
IDENTIFIERS- Australia

The study focuses on the gendering of Australian school students through their participation in school. Specifically grades 7, 8 and 10 were studied. The initial group of 112 middle class students was studied by an ethnographic investigation of schooling practice in four classes of senior elementary school students for one year. Fifty-two students then traveled to the public high school and were further observed in the classroom and interviewed in small groups. Teachers also participated in the interviews. A contrast of the students at the girls-only school with those at the co-educational high school also was made. The students completed an attitude measure that had been validated previously with other Australian school students of a similar age. The results were consistent with pre-existing understandings of school-related gender differences. The girls as a group were disposed more favorably towards school than the boys, but were less positive about particular subject areas, such as mathematics and science. Contains 24 references. (EH)

ED 381 439

SO 024 709

Jennings, James M.
Comparative Analysis, Hypercard, and the Future of Social Studies Education.

PUB DATE- Nov 94

NOTE- 26p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Phoenix, AZ, November 18, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Reports - Research/Technical (143)

DESCRIPTORS- Artificial Intelligence; *Comparative Analysis;
*Computer Assisted Instruction; Constructivism (Learning);
*Discovery Learning; Educational Media; *Hypermedia; *Inquiry;
Interactive Video; Learner Controlled Instruction;
Multicultural Education; Multimedia Instruction; *Multimedia
Materials; *Social Studies

This research paper seeks to address new theories of learning and instructional practices that will be needed to meet the demands of 21st century education. A brief review of the literature on the topics of constructivism, reflective inquiry, and multicultural education, which form the major elements of a computer-based system called HyperCAP, are outlined. Although the new theories of learning and instructional practices are generic, they still are applicable to the future of social studies education. The HyperCAP project is explained with special emphasis on comparative analysis, the framework for the three instructional elements, and HyperCard 2.1, the information management tool used to support the desired instructional environment. The HyperCAP project combines the use of print material with computer technology in an interactive environment which, through the use of HyperCard 2.1, will allow students of history to engage in activities that include auditory, visual, and cognitive learning devices.

review of research related to different learning styles. A learning styles inventory, style profiles, and information regarding some types of activities for students with different learning styles are included. Two sample lesson plans introduce and describe the inductive learning strategy technique. A description of the Readers Theater strategy with accompanying illustrations also is included. The lessons are designed for grade 7 but could be modified for other grade levels and curricular areas. (EH)

ED 381 460

SO 024 772

Sisemore, Pamela

Elementary Teacher Attitudes and Beliefs Regarding Religion and Education Compared with the American Population as a Whole, and Related Legal Decisions.

PUB DATE- 94

NOTE- 78p.; Master's Thesis, University of Hawaii at Manoa.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- *Academic Freedom; Attitudes; Beliefs; Civil Liberties; *Constitutional Law; Elementary Education; *Elementary School Teachers; Intellectual Freedom; Law Related Education; Parochial Schools; Public Schools; Religion Studies; *State Church Separation; *Teacher Rights

IDENTIFIERS- California; Hawaii; United States Constitution

This paper proposes that U.S. teachers are mostly uninformed and misinformed about the appropriate place of religion on the school campus and in the classroom. Four critical questions are addressed: (1) What does the U.S. Constitution say about education and/or religion? (2) What are the current court decisions regarding specific religious teaching or activities in the school, and how informed are elementary teachers about these decisions? (3) Regarding religion and related curriculum, what do elementary teachers do/teach in the classroom? and (4) Do the basic beliefs and value systems of teachers match those of the general population? A 10-page written survey was distributed at random to approximately 100 public and parochial elementary school teachers in Hawaii and in California. Forty-eight (38 public and 10 parochial) were returned and evaluated. A literature search was used to gain additional data related to the topic. Charts and graphs accompany the text. The survey instrument is appended. (EH)

ED 381 461

SO 024 774

Houser, Neil O.

Social Studies "on the Backburner": Views from the Field.

PUB DATE- 94

NOTE- 42p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Curriculum Evaluation; Educational Methods; *Educational Objectives; *Educational Practices; Educational Research; Educational Trends; Elementary Education; *Elementary School Curriculum; Elementary School Teachers; *Social Studies; Teaching Methods

IDENTIFIERS- Delaware

It is the view of this research paper that elementary social studies is "on the backburner" in school classrooms. Data were gathered by four means: (1) a statewide survey of 13 of the 19

Tschoumy, Jacques-Andre
Pluralisme et education (Pluralism and Education).
PUB DATE- Dec 94
NOTE- 33p.; Paper presented at a Korczak Colloquium (4th, Sion,
Switzerland, November 10, 1994).
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility
(142), Opinions/Personal Viewpoints/Position Papers/Essays
(120), Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Cultural Pluralism; Demography; Foreign Countries;
*Language Role; *Multicultural Education; *Multilingualism;
Second Languages; *Social Values; Sociocultural Patterns; Trend
Analysis
IDENTIFIERS- *Europe; *Switzerland
It is argued that because of rapid demographic change at the end
of the current century, characterized by growing population
diversity, closed systems that cannot accommodate these changes
will be hurt. Europe in general, and Switzerland in particular,
must adjust perspectives and integrate cultural diversity into
the social system as a new value. This suggests that society
must work to create a Europe of shared spaces, acknowledged
minorities, multiple languages, affirmed identities, and
pluralistic citizenry. It also suggests that education must
continue in the direction of multilingualism and treat the
issue of migration as a new, multicultural paradigm. So far, it
is argued, the schools are virtually alone in this quest, but
the need is societal as well as educational. Linkages are drawn
between this trend and the growing acknowledgement of the
rights of the child. Text is entirely in French. (MSE)

ED 381 014

FL 022 862

Merkt, Gerard
Vivre Babel au quotidien (Living Babel Every Day).
PUB DATE- Feb 94
NOTE- 19p.
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility
(142), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Policy; Educational Strategies;
Elementary Secondary Education; Foreign Countries; French;
German; Immersion Programs; Italian; Language Maintenance;
*Language Role; Models; *Multilingualism; Official Languages;
Public Policy; Second Language Instruction; *Second Languages;
Uncommonly Taught Languages
IDENTIFIERS- *Romansh; *Switzerland; Two Way Bilingual Education
A discussion of multilingualism in Switzerland begins with a
description of the country's linguistic characteristics.
Historical Swiss policy recognizing four official languages,
one of which (Romansch) is spoken by very few people, is
compared with the current situation in which internal and
external migration and multilingualism are common. The minimal
role of the schools in helping manage this situation is
criticized, but increased efforts to improve education's role
are noted, particularly in the areas of bilingual education and
language immersion. Three educational models are described
briefly. The first allows students to repeat their last year of
compulsory schooling in another area of the country. The second
model focuses on maintenance of Romansch. The third is two-way
bilingual education. Based on current conditions and predicted
trends, some possible directions for Switzerland are explored.

Dame, Melvina Azar
Diverse Students and the School Library Media Specialist: Meeting
the Challenge.

PUB DATE- 94

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)

DESCRIPTORS- *Advance Organizers; *English (Second Language);
*Librarians; Library Collections; Limited English Speaking;
Literacy; *Picture Books; Resource Materials; *School
Libraries; Second Language Learning; *Visual Aids

IDENTIFIERS- *Photographic Collections

The school library media specialist holds a strategic position to collaborate with English-as-a-Second-Language (ESL) teachers in designing activities that not only promote multicultural understanding, but also engage linguistically and culturally diverse students in the whole range of language learning and literacy. The unlimited resources of the school library media center can be adapted to benefit both ESL teachers and their students by adapting already existing resources to practices of second language acquisition methodology. The strategies described in this paper include the use of advance organizers, picture files, visuals, and books without words. (VWL)

ED 381 035

FL 022 895

Minami, Masahiko

Japanese Preschool Children's Personal Narratives: A
Sociolinguistic Study.

PUB DATE- 27 Mar 95

NOTE- 39p.; An earlier version of this paper was presented at the
Annual Meeting of the American Association for Applied
Linguistics (Long Beach, CA, March 27, 1995).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Cultural Differences; *Discourse Analysis; Foreign
Countries; Interviews; Japanese; Language Research; Middle
Class Parents; Middle Class Students; Mothers; Parent Child
Relationship; *Personal Narratives; *Preschool Children;
Preschool Education; Sociolinguistics; Statistical Analysis

IDENTIFIERS- Japan; *Japanese People

Personal narratives of 20 middle-class Japanese preschoolers, half of them 4 years old and half 5 years old, and their mothers were analyzed using stanza analysis and high point analysis. The patterning in stanzas yielded the following: (1) with regard to the proportion of three-verse stanzas, there were no differences between the groups of 4-year-olds, 5-year-olds, and adults (i.e., mothers); that is, the proportion of three-verse stanzas remains unstable across the three groups. (2) However, a smaller proportion of two-verse stanzas and, in contrast, a larger proportion of four- or more verse stanzas produced by 5-year-olds, indicated that they produce slightly longer stanzas than do 4-year-olds. (3) Furthermore, no difference was observed between 5-year-olds and adults in any types of stanzas. It was concluded that compared to 4-year-olds, 5-year-olds have begun to use the form of adult-like narratives. High point analysis indicated the following: (1) compared to adults, young children emphasized a temporal sequence of action with less emphasis on nonsequential information, especially orientation. (2) Although 4-year-olds

source of strength and knowledge; (3) faculty should see themselves as partners in learning with students and employ student-centered, active learning techniques; and (4) learning allows for reflection, multiperspectives, and imperfection. Faculty can help foster a therapeutic learning community by reaching out to students to help them get involved in college. Good teachers need to be accepting, creative, interesting, motivating, open-minded, patient, and thought-provoking. The paper also lists assessment methods that can promote validation and achievement, such as surveys, interviews, and focus groups. (MDM)

ED 381 053

HE 028 176

Pascarella, Ernest; And Others

Cognitive Effects of Greek Affiliation during the First Year of College.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 94

NOTE- 45p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Cognitive Ability; *College Freshmen; Critical Thinking; *Fraternities; Higher Education; Longitudinal Studies; Mathematical Aptitude; Racial Differences; Reading Comprehension; Sex Differences; *Social Influences; *Sororities; Student Development

IDENTIFIERS- National Study of Student Learning

This study examined the cognitive effects of fraternity/sorority affiliation on 2,293 first-year college students at 18 four-year institutions in 15 states. It assessed the net affects of Greek affiliation on standardized measures of reading comprehension, mathematics, and critical thinking, and sought to determine if the cognitive impacts of Greek affiliation differed for students in different institutional contexts or for students with different characteristics. The study found that Greek-affiliated men had significantly lower end-of-first-year scores on standardized measures of reading comprehension, mathematics, critical thinking, and composite achievement than their non-Greek counterparts. The impact of Greek affiliation on non-white males, however, was slightly positive. Women who joined sororities had lower end-of-first-year scores on all four cognitive measures than non-Greek women, but only the differences in reading comprehension and composite achievement were statistically significant. The findings suggest that the normative peer culture and socially-orientated time commitments of Greek life often are inconsistent with the educational and intellectual mission of colleges and universities. (Contains 50 references.) (MDM)

ED 381 054

HE 028 177

Pascarella, Ernest T.; And Others

What Have We Learned from the First Year of the National Study of Student Learning?

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 95

NOTE- 28p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

Educational Quality; Educational Trends; Excellence in Education; Faculty Development; Foreign Countries; Higher Education; Inclusive Schools; Inservice Teacher Education; *Instructional Improvement; Instructional Leadership; Laboratories; Large Group Instruction; Learning Processes; Portfolios (Background Materials); Professional Development; Teacher Evaluation; *Teacher Improvement; Teacher Workshops; Teaching Methods; Tutoring

IDENTIFIERS- Asia; Australia; Canada; United Kingdom

This volume contains 15 papers on strategies for improving teaching in higher education with a focus on perceptions of current practices particularly in the United Kingdom, the United States, Australia, and Canada. The papers are: "Teaching Improvement Practices: International Perspectives" (W. Alan Wright and M. Carol O'Neil); "Understanding Student Learning: Implications for Instructional Practice" (Christopher K. Knapper); "Increasing Faculty Understanding of Teaching" (Keith Trigwell); "Preparing Faculty as Tutors in Problem-Based Learning" (David Kaufman); "Introducing Faculty to Cooperative Learning" (Barbara J. Millis); "Improving Laboratory Teaching" (Elizabeth Hazel); "From Shaping Performances to Dynamic Interaction: The Quiet Revolution in Teaching Improvement Programs" (Richard G. Tiberius); "Faculty Development Workshops and Institutes" (James Eison and Ellen Stevens); "Using the Teaching Portfolio to Improve Instruction" (Peter Seldin, and others); "Preparing the Faculty of the Future to Teach" (Laurie Richlin); "The Development of New and Junior Faculty" (Milton D. Cox); "Improving Teaching: Academic Leaders and Faculty Developers as Partners" (Mary Deane Sorcinelli and Norman D. Aitken); "Promoting Inclusiveness in College Teaching" (Nancy Van Note Chism and Anne S. Pruitt); "National-Scale Faculty Development for Teaching Large Classes" (Graham Gibbs); "The Impact of National Developments on the Quality of University Teaching" (George Gordon, Patricia A. Partington). An index is included. (Most papers contain references.) (JB)

ED 381 075

HE 028 211

Student Health Insurance Program. Fall 1994.

PUB DATE- 94

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *College Students; Compliance (Legal); *Enrollment; Enrollment Trends; Fees; *Health Insurance; Higher Education; Private Colleges; Public Colleges; State Regulation; Student Participation; Tables (Data)

IDENTIFIERS- *Massachusetts; Student Health Organizations

This report contains data on current participation in and compliance with Massachusetts state regulations on health insurance coverage for college students. State regulations require that all full and three quarter time college students enrolled in the 121 public or independent institutions in the state participate in a qualifying student health insurance plan. The requirement is designed to bring all school sponsored plans up to an acceptable minimum level of benefits in compliance with existing legal requirements while limiting costs to students and institutions. Data gleaned from twice-yearly reports submitted by institutions in the state are displayed in several tables as are figures that show premium costs, student health insurance program history, student participation from Fall 1989 to Fall 1994, average premium costs from 1989 to 1994, average health fees in the same

This paper offers a review of the literature on university-school collaborative efforts and describes the status of such efforts in Mississippi. A K-12 task force appointed by the Mississippi Institutions of Higher Education was assigned to perform an audit of Mississippi collaboratives. The audit identified many school-university partnerships involving Mississippi's eight public four-year universities. These are classified into 15 categories: inservice education/faculty development/"academic alliances"; programs offering college-level instruction to precollege students; services for minority, disadvantaged, and at-risk students; gifted and talented; preservice/training new teachers; articulation; curriculum development; research on teaching and learning; programs for administrators; adopt-a-school; consortia; coordination of collaborative activities; national writing project; tutoring programs; and miscellaneous. A table lists the number of people impacted and the amount of external funding made available to these programs. The paper concludes that the programs reported in the audit stand as testimony to the fact that gulfs can be bridged when educators from schools and colleges regard one another as equal partners having overlapping missions. The importance of communicating the existence of projects and their success is emphasized. (Contains 11 references.) (JDD)

ED 381 094

HE 028 232

Hexter, Holly

Faculty Salaries in Perspective.

PUB DATE- 90

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Numerical/Quantitative Data (110)

DESCRIPTORS- *College Faculty; Economic Factors; Educational Trends; Higher Education; Information Sources; Private Colleges; Public Colleges; Salary Wage Differentials; Tables (Data); *Teacher Salaries; *Trend Analysis

This research brief highlights data on faculty salaries in colleges and universities, outlines recent trends and their implications, and identifies major sources of data on the subject. Tables provide data on average faculty salaries for 1988-89 by academic rank and institution type (public, church, independent); by gender and academic rank; and by race/ethnicity (for 1985). Figures display data on real increases in faculty salaries by rank, 1978-79 to 1988-89; change in faculty salaries by rank, 1971-72 to 1988-89; changes in faculty salaries and the Consumer Price Index, 1971-72 to 1988-89; and salary increases for selected disciplines, 1982-83 to 1988-89. Findings include: (1) faculty salaries in 1989 were about nine percent lower than in 1971-72; (2) salary gaps between men and women and among faculty in different disciplines have widened in recent years; (3) faculty shortages will result from retirement and departures of existing faculty, combined with expected surges in enrollments in the late 1990s; and (4) the pool of prospective faculty has dwindled in recent years, especially among minorities, as fewer students pursue doctoral studies. (Contains nine end notes, a list of six resources, and a bibliography of eight items.) (JDD)

ED 381 095

HE 028 233

Hexter, Holly

Students Who Work: A Profile.

A Framework for Quality Management. Mendip Papers, MP 070.

PUB DATE- 94

NOTE- 27p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Administrative Change; Administrator Role; *College Administration; *Colleges; *Educational Quality; Foreign Countries; Group Structure; Higher Education; Models; *Organizational Change; Organizational Development; Power Structure; Self Evaluation (Groups); *Total Quality Management IDENTIFIERS- European Quality Award; *United Kingdom

This paper outlines a framework for analyzing existing quality initiatives and for planning and implementing new ones particularly designed for colleges in Great Britain in their new status as independent, incorporated entities. It is designed to assist colleges in managing quality and in using quality management as a means of institutional development. The framework's starting premise is that each institution must find its own route to quality and that externally prescribed approaches are usually the least effective. Following a discussion of the purpose of a quality framework and of the difference between procedural and transformational notions of quality, the following framework components are listed: (1) leadership and strategy, (2) teamwork, (3) customer requirements, and (4) systems and procedures. Each of these is then discussed in detail with the use of a diagram that shows the relations between different elements and specific types of tasks. A section on evaluation looks at immediate, short-term and long-term evaluation. An exploration of the management of quality compares a quality college with a college managed along traditional lines and describes the quality college as having a flatter structure with strong, integrating horizontal links. A conclusion reviews linking the framework in this paper with the European Quality Award. (Contains 24 references.) (JB)

ED 381 115

HE 028 285

Howe, Richard D.; And Others

Salary-Trend Studies of Faculty for the Years 1990-91 and 1993-94 in the Following Academic Disciplines/Major Fields:

Accounting...Foreign Languages and Literature.

PUB DATE- 94

NOTE- 339p.; For other disciplines, see HE 028 286; for earlier salary trends, see ED 362 131-132.

LANGUAGE- English

EDRS Price- MF01/PC14 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Rank (Professional); Accounting; Anthropology; Biology; Business Education; Chemistry; *College Faculty; Communications; Comparative Analysis; Computer Science; Counseling Services; Departments; Economics; Education; Engineering Technology; Geography; Geology; Higher Education; History; *Intellectual Disciplines; Interdisciplinary Approach; Literature; Public Colleges; Second Languages; *Teacher Salaries; Theater Arts; Trend Analysis

This volume provides comparative data for faculty salaries in public and private colleges and universities, based on two surveys of institutions conducted in 1990-91 and 1993-94 respectively. Data in this report are from the 306 institutions that provided data for both years. Data are provided for the

Textbook Use) and Interactive Computer Software Instruction on the Development of Touch-Keyboarding Skills in Two Sixth-Grade Classes.

PUB DATE- Apr 95

NOTE- 54p.; Master's Thesis, Kean College, New Jersey.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- Academic Achievement; Case Studies; Computer Assisted Instruction; Educational Technology; Elementary School Students; *Grade 6; *Instructional Effectiveness; Instructional Material Evaluation; Intermediate Grades; *Keyboarding (Data Entry); Middle Schools; Pretests Posttests; *Teaching Methods; Test Results; *Textbooks; Typewriting

IDENTIFIERS- *Interactive Courseware; Middle School Students; Middletown Township School District NJ

This is a study of two sixth-grade classes at Bayshore Middle School (Middletown, New Jersey) who were enrolled in a 7-week keyboarding class. The first class met from October 31 through December 23, 1994; the second class met from January 3 through March 1, 1995. The instruction of the first group was teacher directed, and the students typed from a keyboarding textbook. After an introduction to keyboarding from the instructor, students in the second group received instruction from computer software (which was the same material as in the textbook). Both groups were pretested and posttested on their one-minute typing speeds measured in gross words per minute and on their knowledge of the location of the letters and punctuation in the first three rows of the keyboard. The hypothesis that students who are taught the touch method of keyboarding with teacher-directed instruction in conjunction with the use of a keyboarding textbook will not perform more effectively than students who are taught the touch method of keyboarding using an interactive computer software program proved to be correct. The students made similar measurable gains in their progress regardless of the method of instruction. A section of related literature on teaching keyboarding is included, and appendices provide test scores. (Contains 40 references.) (Author/AEF)

ED 381 133

IR 017 055

Educational Systems Integrators/Integrated Learning System

Project: Titan Schools 1993-94. OER Report.

PUB DATE- 94

NOTE- 43p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Computer Networks; *Educational Technology; Elementary Secondary Education; Individualized Instruction; *Integrated Learning Systems; Integrated Services; *Program Evaluation; *School Districts; Teacher Education

IDENTIFIERS- New York City Board of Education

The 1993-94 Integrated Learning System (ILS) project, a means of delivering individualized instruction through a computer network, involved approximately 70 schools from New York City school districts. To help schools learn about and operate the technology in an ILS, districts were given the option of hiring one of the following companies (referred to as education systems integrators): Instructional Systems Inc., Jostens, the Waterford Institute, and Titan. Of the four integrators, Titan elected to have the Office of Educational Research (OER)

Programs; *School Community Relationship; Telecommunications
IDENTIFIERS- *State University of New York

This paper reflects SUNY's (State University of New York) efforts at applying technology and telecommunications to improve the quality, accessibility, and productivity of educational programs and to enhance the return on the public investments in education. It is built upon the experiences of SUNY campuses, local schools, and industry which have focused on developing community application designs that are affordable and educationally sound. This paper outlines why SUNY leadership is necessary to foster community collaboration, shows the community benefits to be derived through assumption of this leadership role, and suggests actions for those willing to accept the challenge. Adult learning, technical training, workplace literacy, homebound instruction and community learning sites are among the goals of the proposed community collaboration. Community leadership strategies discussed in section one include: (1) educational significance; (2) wide community applicability and access; (3) integration with sound educational practices and among the technologies themselves; and (4) collaboration among key community partners. Section two, "Needs and Directions," discusses nine issues to be considered in making a community effort; and "Where Are We Now?" compares the myth versus reality of educational technologies. In section three, 13 requirements of a community learning system design are outlined, and ten steps toward taking a community leadership role are presented in section four. Finally, section five argues that a community lifelong learning system is possible, and must be done. Specific SUNY community and statewide learning technology projects are discussed in an appendix. (MAS)

ED 381 151

IR 017 077

Community Update: Goals 2000. 1994-95.

PUB DATE- 95

NOTE- 54p.; For the 1993-94 issues (n1-11), see ED 371 732.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Childrens Literature; Community Development;

*Educational Improvement; *Educational Objectives; Elementary
Secondary Education; Futures (of Society); Learning Activities;
*Meetings; *National Programs; Newsletters; Professional
Development; Teacher Attitudes

IDENTIFIERS- *Goals 2000; Internet; National Education Goals 1990

This document consists of 11 issues of the newsletter, "Community Update," published between April 1994 and March 1995. The newsletter provides information to help schools and communities reach the National Education Goals. Each issue contains announcements of monthly satellite town meetings; developments and issues relating to the Goals 2000: Educate America program; publications of interest; and the Goals 2000 Community Exchange where communities share answers and solutions for meeting goals. Also included in this series of issues are teachers' attitudes on professional development; Goals 2000 on the Internet; learning activities and a list of current children's literature; reports from the states; and a schedule Goals 2000 meetings broadcasts on the Discovery Network. (AEF)

ED 381 152

IR 017 078

Ely, Donald P.

Technology Is the Answer! But What Was the Question?

Libraries; *Resource Centers; Resource Materials
IDENTIFIERS- *Parent Resources

Library-based parent resource centers are an innovative way of providing important parenting information to families, for promoting early identification of developmental needs in preschool children, and for identifying community resources available to address these needs. The centers facilitate information and resource sharing among community agencies around parenting and developmental disability issues. This guide is designed for library staff interested in initiating or expanding parent resource center services in their community library. Each chapter provides information that will support the development of programs that: (1) help parents and professionals obtain a wealth of information on pregnancy, parenting, and child development and developmental disabilities in young children; (2) strengthen cooperative efforts with community service agencies and advocacy groups; and (3) increase positive visibility and support for libraries. The seven chapters are: "Introduction"; "Getting Started"; "Establishing Services"; "Engaging the Community"; "Training and Technical Assistance"; "Evaluation"; and "Making It Happen: Resources Needed to Develop Programs." The five appendices are: "Profiles of DDPC Developmental Disabilities Planning Council Funded Library-Based Parent Resource Centers"; "Sample 18-Month Timeline for Implementing a Library-Based Parent Resource Center"; "Reading Lists on the Development and Implementation of Library-Based Family Support Services"; "Sample Forms"; and "Guiding Principles for Parent Education and Support Programs." (MAS)

ED 381 171

IR 055 465

Pedak-Kari, Maria

Estonia--Going Home Again: Returning to the Roots.

PUB DATE- 27 Jun 94

NOTE- 11p.; Speech given at the American Library Association Annual Conference (113th, Miami, FL, June 23-30, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120) Reports - Descriptive (Program/Project Descriptions)

(141) Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- Access to Information; Background; Depository Libraries; *Fellowships; Foreign Countries; Library Acquisition; Library Automation; Library Collections; *Library Development; *National Libraries; *Personal Narratives; Resource Allocation

IDENTIFIERS- *Estonia

This paper provides background on The National Library of Estonia (NLE), discusses a fellowship project for developing the National Library, and presents the impressions of the author, an Estonian American, who traveled to Estonia. The NLE looks to the West for automation, information, and institutional modeling. The NLE is Estonia's equivalent of the Library of Congress, but with a broader historic role in training librarians; it is the mandatory depository library for all books and magazines published in Estonia. The NLE's mission is to provide, preserve, and make available Estonian literature. There is widespread "technological friendliness" among National Library staff and public and school libraries in Estonia; much that is new and current comes through donations from contacts abroad and in Estonia. The NLE has a full conference center; a cafe; foreign reading rooms; a plan for a childcare facility;

source, multi-level articulation that provides more flexible vertical and horizontal access routes for different postsecondary health science populations to more generic baccalaureate completion programs. New baccalaureate completion programs should have: (1) an enrollment design that accommodates a heterogeneous student mix from the universe of clinical areas of competency and different forms of licensure preparation; (2) a transfer credit design that maximizes access; (3) active cooperation between sending and receiving institutions in curriculum planning; and (4) a broadly integrated view of the entire health care delivery system. A description of the use of this approach by Franklin University and Columbus State Community College is included. (KP)

ED 381 189

JC 950 172

Bullock, Thomas K.; And Others
Educational Plant Survey: Polk Community College, June 6-10, 1994.
PUB DATE- Jun 94
NOTE- 66p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports -
Research/Technical (143)

DESCRIPTORS- *Campus Planning; Capital Outlay (for Fixed Assets);
*College Buildings; Community Colleges; Costs; *Educational
Facilities Planning; *Enrollment Trends; Facility Improvement;
*Facility Inventory; Institutional Mission; Long Range
Planning; School Space; School Surveys; *Space Utilization; Two
Year Colleges

IDENTIFIERS- Polk Community College FL

Polk Community College's educational plant survey was conducted as a systematic study and evaluation of existing educational facilities and the determination of future educational plant needs. The educational plant survey is intended to assist the District Board of Trustees in the formulation of plans for housing the educational program, student population, faculty, administrators, staff, and auxiliary and ancillary services of the college for the period from June 1994 through June 1999. The survey report contains 10 sections covering the following: (1) educational plant survey team; (2) preface; (3) introduction to the survey, including statutory foundations, procedural policies, and cooperative processes; (4) overview of the college, including a historical perspective and mission statement; (5) analysis of the student population, including computations of projections for capital outlay; (6) programs, services, and facility needs, including a program facility list for Winter Haven Campus and the Lakeland Joint-Use Facility; (7) inventory and description of existing sites and facilities; (8) plan for housing programs, students, and services; (9) analysis of capital outlay finances, including information on revenue sources, a schedule of bond issues and debt requirements, and lists of capital outlay expenditures by fund source and project type from 1988-89 through 1992-93; and (10) recommendations for educational plants, including specific recommendations for Winter Haven Campus and the Lakeland Joint-Use Facility and standard collegewide recommendations. (KP)

ED 381 190

JC 950 173

Where Are We Going? Planning Assumptions for Community Colleges.
PUB DATE- 94
NOTE- 18p.; Broken print may affect legibility.
LANGUAGE- English

transfer students earned a GPA of 2.5 or higher while enrolled in the SUS, up from 69.4% in fall 1991. Lists of two- and four-year institution presidents and articulation officers are included. (PAA)

ED 381 206

JC 950 196

High, Glennis

A Descriptive Study of Southwest College: An Analysis of Selected Variables as They Relate to Students' Attitudes toward Campus Safety, Available Services, and the Need for Special Programs. An Exploratory Study.

PUB DATE- 29 Oct 94

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Choice; Community Colleges; Educational Environment; Organizational Climate; *Participant Satisfaction; *School Safety; School Surveys; *Student Attitudes; *Student Problems; Two Year Colleges; *Two Year College Students

A study was conducted at Southwest College (SC), in Texas, to ascertain students' attitudes toward campus safety and the college's responsiveness to student needs. The study also sought to determine if students considered safety issues when choosing a campus, if they perceived a need for a safety organization, and if they encountered non-safety related problems in significant numbers. Questionnaires were distributed to academic and non-academic students in classes, with a random sample of 69 completed forms gathered for the analysis. Survey results included the following: (1) 70% of the sample were female, 37% were between the ages of 23 and 27, 59% were White, 9% were Black, and 13% were Hispanic; (2) 56% felt the campus was relatively safe, compared to 25% who felt the campus was not safe; (3) 84% had not encountered an incident on campus that made them feel unsafe; (4) 78% indicated that safety was a factor in determining where they took their classes, with 90% of the females and 52% of the males indicating that it was a factor; (5) 71% felt that a program was needed to monitor and react to unsafe and problematic situations; (6) responses indicated that students were generally satisfied with Southwest College's efforts to address their concerns; and (7) when students were asked to indicate the types of non-safety related problems encountered at SC, many responses fell into the facilities' domain. (KP)

ED 381 207

JC 950 197

Budig, Jeanne E.

A Perceptions Survey Conducted by the Steering Committee for North Central Accreditation Review, Vincennes University, September-October 1994.

PUB DATE- 94

NOTE- 32p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Faculty; Community Colleges; Educational Finance; Institutional Research; *Organizational Effectiveness; Questionnaires; School Community Relationship; *Self Evaluation (Groups); Student College Relationship; *Trustees; Two Year Colleges; *Two Year College Students

Effectiveness; Self Evaluation (Groups); *Student Attitudes;
*Teacher Attitudes; Two Year Colleges

IDENTIFIERS- *South Seattle Community College WA

In the 1993-94 academic year, the Liberal Studies Division at South Seattle Community College conducted surveys of all Division faculty, students in random classes, and 150 former students who had transferred to the University of Washington (UW) to determine their perceptions regarding students' basic skills levels, students' critical thinking skills, faculty practices to achieve cultural diversity, and transfer success. Study findings included the following: (1) in response to the statement that 80% of the students had the necessary basic skills, 12% of the faculty agreed for reading, 33% for writing, 15% for speaking, 30% for listening, and 43% for mathematics; (2) in contrast, 90% of current students felt that they had necessary skills in reading, 89% in writing, 85% in speaking, 91% in listening, and 71% in mathematics; (3) based on responses from 53 former SSCC students at UW, 93% reported that SSCC had helped them meet their educational goals; (4) 72% rated the quality of classroom teaching as excellent or very good; (5) former students rated SSCC faculty as more accessible, more flexible, more caring, and more enthusiastic than UW students; (6) pre- and post-test scores for a critical thinking course offered in fall 1993 and winter 1994 provided contradictory data on the effectiveness of the course; and (7) efforts related to cultural diversity reported by faculty included mixing students from different cultures for small group work, discussing different cultures in classes, and using cross-cultural texts. (KP)

ED 381 224

JC 950 221

Florida Community College at Jacksonville's Donald D. Zell Urban Resource Center.

PUB DATE- Apr 93

NOTE- 41p.; Cover title varies.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Community Colleges; Cooperative Programs;

*Educational Facilities Design; *Educational Technology; *Job Training; Laboratory Training; *Labor Force Development;

*Resource Centers; School Business Relationship; School Community Relationship; Two Year Colleges

IDENTIFIERS- *Florida Community College at Jacksonville

The Donald D. Zell Urban Resource Center (URC) represents Florida Community College at Jacksonville's (FCCJ) commitment to a quality workforce for Northeast Florida. Through the use of state-of-the-art technology and progressive instructional methods, the Center is helping FCCJ students expand their potential and their value in the workplace. The URC provides training from basic job skills to executive training for current and future FCCJ students, local unemployed and underemployed residents, currently employed individuals seeking retraining, and other special needs groups. The URC is being developed and operated through a full partnership between business, civic leaders from Northeast Florida, and FCCJ. Program goals include developing: (1) appropriate technological skills in students, faculty and staff; (2) workforce readiness skills; (3) innovative uses of technology to support instruction; (4) quality communications through technology; (5) distance learning capabilities; (6) appropriate curriculum for

(055)

DESCRIPTORS- Art Activities; *Classroom Techniques; *Cooperative Learning; Elementary School Students; *Group Activities; Group Instruction; Intermediate Grades; Interpersonal Competence; Junior High Schools; Junior High School Students; Language Arts; Lesson Plans; Mathematics Education; *Middle Schools; Music Activities; Science Activities; Social Studies; Teacher Role; Teaching Methods

IDENTIFIERS- Middle School Students

This guidebook discusses cooperative learning at the middle school level and provides lesson plans that use cooperative learning techniques in various subject areas. Part 1 details three classroom organizational options and the elements of cooperative learning; examines the major types of cooperative learning; reviews the importance of developing the social skills needed in conjunction with cooperative learning; and provides suggestions for initiating cooperative learning in the classroom. Part 2 contains 52 lesson plans in art, mathematics, music, reading/language arts, science, and social studies, each of which was submitted by active middle school teachers. Each lesson plan includes a clear description of the subject to be taught and the expected learning outcome, a description of the lesson procedures, and the materials necessary to conduct the lesson, many of which are reproducible. (MDM)

ED 381 243

PS 023 067

Siraj-Blatchford, Iram

The Early Years: Laying the Foundations for Racial Equality.

PUB DATE- 94

NOTE- 189p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Attitude Change; *Childhood Attitudes; Classroom Techniques; Curriculum Development; Early Childhood Education; Federal Legislation; Foreign Countries; Language Acquisition; Parent Participation; Policy Formation; *Racial Bias; Racial Discrimination; Self Esteem; Teacher Education

IDENTIFIERS- *Anti Bias Practices; Equality (Social); Great Britain

Noting that racism is inherent--often in hidden ways--in all aspects of British society and is damaging to all children, this book provides thoughtful and practical support for early childhood workers to help children develop a sense of self-worth and to ensure equality of opportunity for all children. The book identifies the many ways in which young children experience racism; discusses good practice in language development, curriculum development, and working with parents; and identifies the importance of policies that are implemented, and of training and resources to take these policies forward. Sections 1 and 2 of the book are informative and intended to build confidence and understanding of what racism is and how to deal with it positively through day-to-day practice with children. Section 3 is concerned with understanding the British national initiatives that support or hinder equality. The final chapter is a practical discussion of training and should be read in conjunction with the first two sections. The individual chapter titles are: (1) "Young Children and Racial Difference"; (2) "Understanding Racial Inequality"; (3) "Language, Learning and Multilingual Development"; (4) "Creating a Curriculum and

Leavitt, Midge, Ed.

Learning in the Early Grades: Parents and Teachers Talk.

PUB DATE- Nov 93

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- Classroom Environment; Disabilities; Experiential Learning; Foreign Countries; *Inclusive Schools; *Integrated Curriculum; Learning Centers (Classroom); Parent Attitudes; Primary Education; Student Attitudes; *Student Centered Curriculum; *Team Teaching

IDENTIFIERS- *Hands On Experience; *Learning Environment; New Brunswick

This booklet contains four articles, from the perspective of both parents and teachers, concerned with learning in the early grades. "From Kindergarten to Grade One: Making the Transition" (J. Ward), is a teacher's narrative on the importance of creating a child-centered classroom and an integrated, play-based curriculum. This article also provides answers to questions and concerns anticipated from others, and emphasizes the involvement of parents. The next article is "Discovery Education is Alive and Well: A Parent's Perspective" (D. G. Thomas), in which a parent expresses appreciation of a teacher-created learning environment that emphasizes hands-on exercises. The third article is written jointly by two teachers: "Multi-Grade Teaching in an Activity-Based Classroom" (M. Brewer and B. Jardine), and describes a team teaching situation. The students ranged in age from 4 to 8 years, and the learning was entirely activity-based. The last article, "K-2: A Parent's View" (V. French), presents a parent's impressions of the multi-grade classroom described in the preceding article, and describes the successful inclusion of her multiply handicapped son. (BAC)

ED 381 264

PS 023 164

Firlik, Russ

Early Childhood Education and Beyond: Can We Adapt the Practices and Philosophies from the Preschools of Reggio Emilia, Italy into Our Elementary Schools in America?

PUB DATE- Mar 95

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Administrator Role; Comparative Analysis; Constructivism (Learning); *Cultural Differences; Educational Attitudes; Elementary Education; Parent Participation; Preschool Education; School Readiness; *Teaching Methods

IDENTIFIERS- Developmentally Appropriate Programs; Project Approach (Katz and Chard); *Reggio Emilia Approach

The model presented by the preschools in Reggio Emilia, Italy, is one of cooperation and collaborations among teachers, parents, and children; curriculum based on the "project approach," and constructivist learning philosophy, which states that children construct their knowledge and values as a result of interactions with and action on the physical and social world. American early childhood educators and researchers have expressed notable interest in the Reggio Emilia programs; however differences in the American and European thinking

A study examined youth expectations from their counterparts of the same age and sex, regarded as friends. Three different levels of friendship prevalent among 974 Polish adolescents (between 11 and 19 years of age) were compared: best friend, close friend, good friend. The research made use of "Friendship Scales" constructed by LaGaipa, which serve to examine expectations from friends. The scale consists of 28 statements and assertions forming 7 subscales or dimensions: (1) Positive Regard-Ego Reinforcement; (2) Expectations of Help-Support; (3) Similarity of Partners; (4) Admiration of Character Features (Strength of Character Admiration); (5) Self-Disclosure; (6) Authenticity-Genuineness; and (7) Empathic Understanding. The results of the study support the notion that adolescence opens up a new period in the development of social contacts (sociability) arising from the gradual dissociation with parents. The contacts mainly ripen up into friendship. The investigated adolescents expressed their social needs in relation to persons they call their friends, expecting full understanding and confidence. These needs were not homogenous, and are influenced by the period of adolescence, by gender, and by individual differences. (BAC)

ED 381 283

PS 023 217

Hudley, Cynthia

Reducing Peer Directed Aggression in the Elementary Grades: The Effects of an Attribution Retraining Program.

PUB DATE- Mar 95

NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Aggression; Antisocial Behavior; Attitude Change; Black Students; *Elementary School Students; Hispanic Americans; *Hostility; Intermediate Grades; Interpersonal Relationship; Intervention; *Males; Prevention; Simulation; Student Attitudes; Student Reaction

IDENTIFIERS- African Americans; Latinos

An attributional intervention was designed to reduce aggressive males' tendency to attribute hostile intentions to peers and their concomitant reactive aggression. Subjects were 162 African-American and Latino elementary school boys--aggressive and nonaggressive--in grades 3 through 6. Subjects were randomly assigned to the attributional intervention or to one of two control conditions. Data were collected from subjects' attributions about hypothetical scenarios, a laboratory task, disciplinary referrals to the school office, and teacher ratings of aggressive behavior. Results showed that aggressive subjects in the attributional intervention reduced their presumptions of hostile intent in laboratory simulations of peer provocation and, to a lesser extent, in response to scenarios. They were also less likely than the control subjects to be referred to the school office for disciplinary action and were rated by their teachers as less aggressive than control subjects following the treatment. (Author/DR)

ED 381 284

PS 023 225

Boyer, Ernest L.

The Basic School: A Community for Learning. Advance Copy.

PUB DATE- 95

participation in program planning, and demonstration sites for pilot projects. (LP)

ED 381 301

RC 020 022

Carr, Sonya C.

A Preservice Model for Preparing Special Educators in Rural

Areas: Specialized Competencies.

PUB DATE- Mar 95

NOTE- 9p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- *Competency Based Teacher Education; Computer Uses in Education; Course Descriptions; Disabilities; Educational Needs; Educational Objectives; Elementary Secondary Education; *Family Involvement; *Graduate Study; Higher Education; Rural Areas; *Rural Education; Special Education; *Special Education Teachers; Teacher Competencies; *Teacher Shortage

IDENTIFIERS- *Southeastern Louisiana University

The shortage of qualified special educators in Louisiana is critical, particularly in rural areas. Factors contributing to this shortage include low teacher salaries, reduction of tuition exemption for teachers taking certification courses, and higher tuition costs. University training programs must assist teachers in developing necessary competencies and prepare them to be responsive to the challenges they will face in rural communities. Specifically, there is evidence that effective rural special educators need consultation skills for conferencing and counseling parents and other family members, and training in the uses of computers for both instructional purposes and compensatory purposes in overcoming barriers to student learning. This paper describes Project ReSET (Recruit, Retrain, Retain Special Education Teachers in Rural Areas), a graduate teacher training program developed by Southeastern Louisiana University that seeks to increase the number of highly qualified special educators working in rural Louisiana. The program consists of 21 semester hours required for certification, and additional courses focusing on educational technology and working with families. Participants are certified in either mild/moderate or severe/profound impairments. Includes course descriptions for two courses entitled The Exceptional Family and Technological Applications in Special Education. (LP)

ED 381 302

RC 020 023

Minner, Sam; And Others

Completing University Degrees: Barriers for Native Americans.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Mar 95

NOTE- 7p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference

MAISD and its regional systems-change initiatives revealed that the degree of impact on the teaching/learning process for children was highly related to the nature and continuity of staff development experiences. (LP)

ED 381 318

RC 020 039

Sullivan, Michael E.

Rural Settings: One Approach to Meeting Teacher Staffing Needs via Alternative Certification.

PUB DATE- Mar 95

NOTE- 10p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Admission Criteria; *Alternative Teacher Certification; *Degree Requirements; Distance Education; Elementary Secondary Education; Graduate Study; Higher Education; *Masters Programs; Misassignment of Teachers; Nontraditional Education; Program Descriptions; Rural Education; *Special Education Teachers; Teacher Competency Testing; *Teacher Education Programs; *Teacher Shortage IDENTIFIERS- *West Virginia

This report describes an alternative teacher certification program developed to address special education teacher shortages in rural West Virginia. For the past 9 years, one of every three educators in West Virginia assigned to special education has worked on some type of sub-standard license. The alternative certification program allows West Virginia students at the postbachelor's and master's degree level to become certified teachers in areas of mental retardation, learning disabilities, or behavior disorders. In addition to prerequisite courses, admission requirements for students from noneducational backgrounds include passing the Pre-Professional Skills Test and the Multi-Subjects Content Specialization Test, (K-8). Other admission criteria involve Graduate Record Examination scores, letters of recommendation, quality of content and written expression in a personal statement, undergraduate grade point average, and performance on graduate courses completed. Students follow a planned program of study and must maintain a cumulative grade point average of 3.0. Students are also required to plan and implement an original research study in their area of specialization and pass a written comprehensive examination and a content specialization test. Of the 104 students from non-traditional backgrounds who have sought special education licensure since 1987, 65 have successfully completed certification requirements. This report includes a list of degree requirements and results of student competency testing. (LP)

ED 381 319

RC 020 040

Mercaldo, David J.; Griffing, Barry L.

Regional Inservice Training Model for Professionals Working with Deaf and Hard of Hearing Students in Rural and Remote Areas.

PUB DATE- Mar 95

NOTE- 9p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada,

and Special Education Relationship; Rural Schools; *Self Concept; Special Education

IDENTIFIERS- *Teacher Collaboration

Class-Within-A-Class (CWC) is an inclusion program that has been in existence since 1984 at a midwestern suburban/rural school of approximately 1,200 K-12 students. Special and general educators collaborate in teaching both disabled and regular students in a regular classroom setting. Teachers participate in inservice programs covering effective practices of frequent questioning, guided practice of skills, and cooperative group activities. Teachers use various teaching strategies, advanced organizers, study guides, visual organizers, and learning strategies to meet the educational needs of both general and special education students. Special education students who participate in the CWC program are generally students with mild to moderate learning disabilities. A comparison of regular education and special education students participating in the CWC program revealed no significant difference on the average number of days of student attendance. However, there were mean differences between the two groups on individual subtests of the Missouri Mastery Achievement Test, but the increases and decreases were similar in both groups for all subtests. Specifically, there were significant increases in achievement on the science subtests and decreases in the social studies subtests. Both groups of students scored in the normative range of positive self-concept on the Piers-Harris Children's Self-Concept Scale. (LP)

ED 381 335

RC 020 056

Luetke-Stahlman, Barbara

Deaf Education in Kansas Public Schools.

PUB DATE- Mar 95

NOTE- 7p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Deafness; Distance Education; Educational Policy; Elementary Secondary Education; Higher Education; *Inclusive Schools; *Inservice Teacher Education; *Mainstreaming; Professional Isolation; *Rural Schools; Special Education Teachers; Teacher Persistence; *Teacher Shortage

IDENTIFIERS- Kansas; *University of Kansas

A 1991 survey of Directors of Special Education in Kansas indicated a shortage of deaf education teachers and problems with retention of deaf education teachers in rural areas. In addition, 15 of 22 respondents documented an increase in the number of deaf and hard-of-hearing (D/HH) children in their districts. Project Rural Education is a program developed by the University of Kansas to provide teacher training in deaf education as well as inservice training for rural deaf education teachers. Training focuses on the inclusion of D/HH students in the regular classroom setting. Courses cover consultation, program and curricular adaptations, language and literacy needs, sign language, and multicultural needs. Training is provided through interactive/compressed video, correspondence courses, and video tapes. Eight teachers who were trained by this project are currently working in rural communities in Kansas. In addition, 22 teachers and more than

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Chemistry; *Demonstrations (Science); Environmental
Education; *Hazardous Materials; *Physical Characteristics;
Physics; Safety Education; Science Education; Secondary
Education

Chemical demonstrations can and do enhance an otherwise
potentially dull subjects--the properties of hazardous
materials. This book contains the recipes for presenting
several chemical demonstrations. Demonstrations are designed to
be relatively easy to perform and present minimal hazards if
done properly. The book contains an introduction, safety
instructions, demonstrations, and a supplier list. The
demonstrations are divided into the following areas: corrosive
materials (5 demos), flammable materials (8 demos), oxidizing
agents (2 demos), and physical properties (3 demos). Four
materials suppliers are listed. (LZ)

ED 381 354

SE 056 051

Wray, Thomas K.; Enholm, Eric J.

Hazardous Materials Chemistry for the Non-Chemist. Second Edition.

PUB DATE- Jan 94

NOTE- 126p.; For a related document, see SE 056 050.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Chemistry; *Hazardous Materials; Instructional
Materials; Laboratory Safety; Safety Education; School Safety;
Science Education; Scientific Concepts; Secondary Education;
Textbooks; Vocabulary

This book provides a basic introduction for the student to
hazardous materials chemistry. Coverage of chemistry, rather
than non-chemical hazards, is particularly stressed on a level
which the layman can understand. Basic terminology is
emphasized at all levels, as are simple chemistry symbols, in
order to provide the student with an introductory knowledge of
the language of hazardous materials. Seventeen chapters cover:
(1) an introduction to chemistry, atoms, elements, and the
periodic table; (2) bonding in molecules and an introduction to
inorganic chemistry; (3) an introduction to organic chemistry;
(4) alkenes and alkynes; (5) alcohols; (6) ethers; (7) an
introduction to the carbonyl functional group; (8) ketones and
aldehydes; (9) carboxylic acids, esters, and amides; (10)
nitriles and amines; (11) aromatic compounds; (12) flammable
materials; (13) physical/chemical properties; (14) compressed
gases; (15) corrosive materials; (16) two additional EPA hazard
characteristics; and (17) toxicological properties. Department
of Transportation definitions and classes of hazardous
materials are appended. (LZ)

ED 381 355

SE 056 053

Izak, Dina, Ed.; Chia, Siu Yoon, Ed.

Abstracts of Presented Papers at the NARST Annual Meeting (67,
Anaheim, CA, March 26-29, 1994).

PUB DATE- Mar 94

NOTE- 175p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

Draft.

PUB DATE- Apr 95

NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Autobiographies; Case Studies; College Faculty; *Constructivism (Learning); Elementary Secondary Education; *Feminism; Higher Education; Science Education; *Science Teachers; *Teacher Evaluation

IDENTIFIERS- Narrative Inquiry; *Reflective Analysis

Recent research has focused on the use of reflection to examine teaching practices of preservice and inservice teachers.

Limited research, however, has been done by university science educators on their own practice. This study involved two university science educators collaboratively participating in such an activity with an inservice teacher. It used narrative inquiry to examine the practice of the three science educators. Specifically, it used one form of narrative inquiry, namely autobiographical analysis. Autobiographical analysis is a useful methodology for self-reflection. In this study, two science educators (a university science educator and a K-12 science teacher) reflected on the influence of constructivism on their practice while the third (a university science educator) reflected on her practice from a feminist perspective. The shared outcome is the recognition of conflicting dilemmas that each experienced in his/her practice. (Author/LZ)

ED 381 377

SE 056 156

Marketing Energy Patrol: Tips from Arizona Energy Pros.

SPONS. AGENCY- Department of Energy, Washington, D.C.

PUB DATE- 92

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Facilities; Elementary Education; *Energy Conservation; Energy Education; Environmental Education; Program Implementation; School Activities

IDENTIFIERS- *Energy Patrols

This pamphlet contains several ideas that have worked for others and may be helpful in starting a new Energy Patrol school program. The program has four main goals: (1) to teach energy conservation; (2) to reduce energy consumption; (3) to reduce the taxpayer's burden; and (4) to encourage site-based monitoring of energy use. The document contains sections on: (1) generating interest in energy consumption; (2) introducing the program; (3) providing incentives; (4) keeping motivation high; (5) getting school board approval; and (6) tracking results. (LZ)

ED 381 378

SE 056 158

Evans, Wayne H.; And Others

Health in the Year 2100: What's Heredity Got To Do with It? Genetics Curriculum for High School Biology Students.

SPONS. AGENCY- Health Resources and Services Administration

(DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Concept Formation; *Definitions; *Force; Higher Education; High Schools; High School Students; Instructional Improvement; *Physics; Schemata (Cognition); Science Education; *Scientific Concepts; Student Attitudes
Schematism is proposed as part of an epistemological framework for constructing and employing scientific knowledge. Within this framework, it is proposed that a concept of physics can be explicitly defined in a scientific theory by a schema that includes: (1) the domain of the concept; (2) its organization, i.e., the relationships between this particular concept and other concepts; (3) its quantification, i.e. its measurement according to well-defined laws and rules; (4) its expression, i.e., the set of words, depictions and mathematical representations denoting it; and (5) its employment, i.e., the ways it can be used to deal with physical situations that belong to its domain, and to construct and employ scientific knowledge. The schematic structure of the concept of force is presented for illustration, and results of its application in training two groups of Lebanese students are outlined. Contains 46 references. (Author)

ED 381 399

SE 056 266

Halloun, Ibrahim

Modeling Theory in Physics Instruction: A Draft.

PUB DATE- Apr 95

NOTE- 27p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995). For a related document, see SE 056 265.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Mechanics (Physics); *Models; *Physics; *Problem Solving; Schemata (Cognition); Science Instruction; Scientific Concepts; Secondary Education

Models occupy the content core of physics, and modeling is a major process for constructing and employing physics knowledge. A model is characterized by its domain, composition, structure, behavior, and organization. Problem solving is a schematic modeling process consisting of model selection, construction, validation, analysis, and deployment. A scientific model is defined in this draft and illustrated with the constantly driven particle model. A generic modeling process is also presented and illustrated in solving a particle mechanics problem. Contains 57 references. (Author)

ED 381 400

SE 056 267

Murfin, Brian

A Survey of Telecommunications Use by Secondary School Science Teachers in New York City.

PUB DATE- Apr 95

NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Computer Networks; *Computer Uses in Education;

prepared for the Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific (6th, Kuala Lumpur, Malaysia, June 21-24, 1993).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Access to Education; Census Figures; Economics; Educational Development; *Educational Finance; Educational Policy; Elementary Secondary Education; *Enrollment Trends; *Females; Foreign Countries; Higher Education; Human Geography; *Literacy; *Population Distribution; Primary Education; Teacher Student Ratio

IDENTIFIERS- Asia Pacific Programme of Education for All; Asia Pacific Region

This document contains statistical data related to education. The booklet begins with an executive summary in English, Japanese, French, and Russian. The data is divided into nine general sections. The first section is population and contains: (1) world and regional perspectives; (2) sub-regional trends; (3) population perspectives by country; (4) young age and school age population; and (5) demographic dynamics and implications. The second section is literacy and contains: (1) regional literacy trends; (2) situation by subsection; and (3) prospects at country level. The third section is overall participation in education and contains: (1) progress in overall enrollment; (2) changes in weight by level; and (3) participation of girls. The fourth section is pre-primary education and contains: (1) growth trends; (2) enrollment ratios; and (3) girls in pre-primary education. The fifth section is primary education and contains: (1) changes in enrollment trends; (2) participation and prospects; (3) implications for Universal Primary Education; (4) access to grade 1; (5) retention; and (6) coefficient of efficiency. The sixth section is secondary education and contains: (1) regional and subregional trends; (2) level of participation; (3) transition from 1st to 2nd level education; and (4) technical/vocational secondary education. The seventh section is higher education and contains: (1) expansion in enrollment; (2) students enrolled per 100,000 inhabitants; (3) female students; (4) enrollment by field of study; and (5) students abroad. The eighth section is teachers and contains: (1) overall trends; (2) subregional trends; and (3) pupil-teacher ratio. The ninth section covers finance: (1) changes in constant prices; (2) public expenditure on education as percentage of Gross National Product; (3) public spending on education as percentage of government expenditure; (4) distribution by level of education; (5) expenditure per pupil/student; and (6) expenditure by purpose. Four statistical tables conclude the document. (DK)

ED 381 419

SO 024 641

Faichney, G. W.; Needham, R. L.

Initiating Inquiry with Pre-Service Elementary Teachers.

PUB DATE- 94

NOTE- 13p.; Paper presented at the International Social Studies Conference (3rd, Nairobi, Kenya, June 27-29, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Discovery Learning; Elementary Education; Foreign Countries; Higher Education; *Inquiry; Learning Processes;

The status of the HyperCAP project begun in the 1993-94 school year is reviewed and the future of social studies education is discussed with implications for the electronic society and expanded technology, as well as the continuing topic of cultural diversity and the contributions of cultural groups to history. (EH)

ED 381 440

SO 024 713

Jordan, Lois E.

A Study of Learning Styles: The Importance of Individual Learning Preferences, the Procedures To Accommodate Those Preferences in the Classroom, and How Human Development Research Has Impact on the Process.

PUB DATE- 93

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Aptitude Treatment Interaction; *Classroom Techniques; *Cognitive Development; *Cognitive Style; Intermediate Grades; Junior High Schools; Learning Modalities; *Learning Strategies; Middle Schools; Teaching Methods

This paper explores the research of the learning styles manifested in the middle school classroom and the implications those differences have to a successful teaching-learning paradigm. Various projects in the field are examined, including how students are profiled, how instructional methods can be modified to suit the needs of each learner, and changes in the outer environment to ensure the strengths and weaknesses of the students are addressed. The problems inherent in any attempt to meet the profile of every student are discussed, among which are the necessity to alter preferred teaching styles and to offer many resources for learning a given unit. The benefits to utilizing learning styles in the educational format are presented, including students being better able to develop creativity and ability to reason, draw abstractions, analyze, give personal meaning to what they are learning, and to express themselves in powerful and self-fulfilling ways. These aspects are in keeping with the stated theories of human development experts, such as Piaget, Erikson, Bandura, and Maslow, among others. Contains 27 references. (Author/EH)

ED 381 441

SO 024 714

Danzer, Gerald A., Ed.; Wolf, Jacqueline, Ed.

Source Maps and the Social Studies: Essays, Lesson Plans, and Materials from Cartographic Traditions in Western Civilization. The University of Illinois at Chicago World History Project, 1993.

SPONS. AGENCY- National Endowment for the Humanities (NEAH), Washington, D.C.

PUB DATE- 94

NOTE- 144p.; Some maps and illustrations may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Area Studies; *Cartography; Elementary Secondary Education; Geographic Concepts; *Geographic Location; Geography; Inservice Teacher Education; Locational Skills (Social Studies); *Maps; *Map Skills; Social Studies; Topography; *Western Civilization

IDENTIFIERS- *Mapping

Delaware public school districts to gather responses from social studies supervisors or their equivalents; (2) a statewide survey of elementary school representatives, including teachers and principals; (3) qualitative interviews of 20 teachers throughout the state; and (4) the collection and review of state documents, including state and district curriculum guides and state census information. The study suggests a heavy competition for resources, low student interest and teacher concern, and a highly sanitized and educationally uneven curriculum are among the conditions underlying the underrepresentation and undervaluing of social studies in the curriculum. Limited opportunity for substantive social development of students is the most important effect of this lack of emphasis in the elementary classrooms. To increase the importance of social studies in the elementary schools will require an understanding of the interrelated nature of the underlying conditions of the classroom and an appreciation of the classroom practitioners' influence upon curriculum and instruction. (EH)

ED 381 462

SO 024 778

Anderson, Charlotte C.; And Others
Global Understandings: A Framework for Teaching and Learning.
SPONS. AGENCY- Association for Supervision and Curriculum
Development, Alexandria, VA.

PUB DATE- 94

NOTE- 114p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Cultural Awareness; Elementary Secondary Education;

*Global Approach; *Global Education; Instructional Materials;

*Multicultural Education; *Teaching Methods

This framework provides rationale, activities, and assessments to integrate global education into the curriculum. Divided into three parts, part 1, "The Framework," contains six sections:

(1) "The Rationale for a Global Framework"; (2) "An Overview of the Framework"; (3) "You are a HUMAN BEING"; (4) "Your home is PLANET EARTH"; (5) "You are a CITIZEN of (your nation-state), a multicultural society"; and (6) "You live in an INTERRELATED WORLD." Part 2, Sample Integrated Units, contains two sections:

(1) "Walls"; and (2) "Diversity and Commonality." Part 3, "Performance Assessment in Global Education," contains five sections: (1) "Introduction"; (2) "Portfolios"; (3)

"Exhibitions"; (4) "Simulations and Role Plays"; and (5)

"Planning for Assessment." A listing of resources for global education and an appendix are included. Contains 33 references. (EH)

ED 381 463

SO 024 785

Birzea, Cesar

School Legislation: Dialogue on the Reforms in Central and Eastern Europe. A Secondary Education for Europe. General Report. Council for Cultural Co-Operation (CDCC) Seminar (Brussels, Belgium, December 13-15, 1993).

PUB DATE- 94

NOTE- 30p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Comparative Education; *Cross Cultural Studies;

(MSE)

ED 381 015

FL 022 864

Kuntz, Patricia S.; Lessick-Xaio, Anne

Peer Collaboration in the Less Commonly Taught Languages: A
Swahili Example.

PUB DATE- 95

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Cooperation; Course Descriptions; Elementary
Secondary Education; Graduate Students; Higher Education;
Instructional Materials; *Peer Relationship; *Second Language
Instruction; *Swahili; Teacher Education; Teaching Assistants;
Uncommonly Taught Languages

IDENTIFIERS- *University of Wisconsin Madison

The importance of peer collaboration in the classroom while developing a reflective dialog outside of the classroom is explained. A peer is any person with expertise in the language or geographical area that is pertinent to class goals and activities. For example, instructors of French might consider people from France and other Francophone countries as resources. Instructors might involve people in business or non-language education who specialize in history, art, or sociology of a given French-speaking area. In the study described here, the definition of peer collaboration was applied to the instruction of Swahili. Seven graduate students of Swahili at the University of Wisconsin-Madison were recruited to participate in the study. In cooperation with the Wisconsin African studies outreach program, these students arranged classes from elementary to high school levels during 1989-1994. Because the Swahili department has only one teaching assistantship available each year, the students themselves created pre-collegiate programs to gain a teaching experience. After evaluating and pairing the teaching assistants according to teaching experience, TAs were trained to follow a five-step clinical supervision strategy and a reflective one, modeled after Symmes' research (1991). This model of peer collaboration placed the learning responsibility on the teachers and out of the domain of faculty and administrators. The paper describes the steps of the study. A proposed teacher certification in Swahili, data tables, and a middle school Swahili class syllabus are appended. Contains 27 references. (JL)

ED 381 016

FL 022 865

Hinton, Leanne, -Ed.; And Others

Sound Symbolism.

PUB DATE- 94

NOTE- 383p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Collected Works - General (020); Books (010)

DESCRIPTORS- African Languages; Clinics; English; Finnish;
Foreign Countries; Greek; Guarani; Intonation; Japanese;
*Linguistic Theory; Mandarin Chinese; *Phonology; Poetry;
Russian; *Uncommonly Taught Languages

IDENTIFIERS- *Sound Symbolism

Sound symbolism is the study of the relationship between the sound of an utterance and its meaning. In this interdisciplinary collection of new studies, 24 leading

gave proportionately less evaluation than adults, no differences were observed between 5-year-olds and adults. Therefore, compared to 4-year-olds, 5-year-olds have begun to evaluate in the form of adult-like narratives. The study illuminates the ages at which various narrative components develop and that from early childhood on, Japanese children learn the narrative mode of discourse valued by their mothers. (Author)

ED 381 036 FL 022 896

Montone, Christopher L., Ed.

Teaching Linguistically and Culturally Diverse Learners: Effective Programs and Practices. Proceedings of an Institute Hosted by the National Center for Research on Cultural Diversity and Second Language Learning (Santa Cruz, California, June 28-30, 1994).

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 95

NOTE- 59p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Classroom Environment; *Cultural Differences; Elementary Secondary Education; *English (Second Language); Family Environment; Immersion Programs; Program Descriptions; Second Language Instruction; Second Language Learning; *Teaching Methods

IDENTIFIERS- Goals 2000

The proceedings presented consist of summaries and reports of the presentations given during a summer institute on teaching linguistically and culturally diverse learners. Summaries of the following papers are provided: "Education 2000 and Beyond: The Challenge of Our Culturally Diverse Students" (Eugene Garcia); "Second Language Learning in School Settings: Lessons from Immersion" (Fred Genesee); "Elementary Teaching Strategies" (Ermina Garcia, Pola Espinoza, Noni Mendoza Reis); "Effective Programs for Language Minority Students" (Donna Christian, Hugh Mehan, Roland Tharp); and "Learning from Households: Tapping into Funds of Knowledge" (Norma Gonzalez); Interactive Reading Instruction; Instructional Conversations (Jane Echevarria); Teaching Academic Language in Content Areas (Nancy Rhodes and others); The Social Organization of Teaching and Learning (Roland Tharp); Organizing Classrooms for Diversity (Stephanie Dalton and Noni Mendoza Reis); and Language Assessment of Bilingual Children (Barry McLaughlin). (VWL)

ED 381 037 WE 028 157

Commissioner's Roundtable for Women in Educational Leadership in Florida. Proceedings (Tallahassee, Florida, November 20, 1991).

PUB DATE- 20 Nov 91

NOTE- 134p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Career Choice; *Career Ladders; Employment Opportunities; Higher Education; Leaders; *Leadership; *Leadership Qualities; Leadership Responsibility; Leadership Styles; Presidents; Socialization; Trend Analysis; *Women Administrators; Work Attitudes

IDENTIFIERS- *Florida; Women College Presidents

DESCRIPTORS- Academic Achievement; Black Colleges; Classroom Environment; *Cognitive Development; College Athletics; College Environment; Colleges; *College Students; *Critical Thinking; Fraternities; Higher Education; Longitudinal Studies; *Mathematical Aptitude; Racial Differences; *Reading Comprehension; Sex Differences; Sororities; *Student Development; Teacher Behavior; Two Year Colleges; Universities
IDENTIFIERS- First Generation Students; *National Study of Student Learning

This paper presents the results of eight analyses based upon data from the National Study of Student Learning (NSSL), a 3-year longitudinal research project begun in 1992 to examine the influence of academic and nonacademic experiences on student learning, student attitudes about learning, student cognitive development, and student persistence. Eighteen four-year and five two-year postsecondary institutions participated in the study, with data collected from a total of 3,840 students. The eight analyses focused on the effects of: (1) two- and four-year colleges on cognitive development; (2) historically black and predominantly white colleges on cognitive development; (3) teacher behavior on cognitive development; (4) first-generation college attendance on cognitive development and attitudes; (5) intercollegiate athletic participation on cognitive development; (6) institutional environment and students' academic and nonacademic experiences on students' development of openness to cultural and racial diversity; (7) Greek affiliation on cognitive development during the first year of college; and (8) in-class and out-of-class experiences on first-year students' critical thinking ability. These analyses found little difference in the cognitive gains made by students attending two-year versus four-year institutions, or historically black versus predominantly white institutions. Other results are presented and discussed. (Contains 40 references.) (MDM)

ED 381 055

HE 028 178

Rhoads, Robert; And Others

Multicultural Institutional Assessment Instrument.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 94

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Administration; *Colleges; *Cultural Pluralism; Educational Attitudes; Educational Practices; *Employee Attitudes; Higher Education; *Institutional Evaluation; *School Policy; *Universities

IDENTIFIERS- *Faculty Attitudes

This survey instrument was designed to generate dialogue about multicultural issues among college and university faculty and staff. It consists of 37 statements for which respondents rate the priority (high, average, low, not at all) the statement has for the institution's multicultural efforts. The statements cover institutional structures, policies, and practices. Institutional structures relate to administrative or academic units or formalized operational roles performed by individuals, committees, or task forces. Institutional policies direct organizational members' actions through formalized statements or guidelines. Institutional practices concern how organizational members actually go about their work on a daily basis. At the end of each of the three categories of items

period, premium costs, health fees, and student data from 1989 to 1994; and student data by institution. The report notes that to date 34 percent of those required to participate are enrolled in an institution-sponsored plan, and that 66 percent of those required to participate have waived participation by certifying that they have comparable coverage from another source. (JB)

ED 381 076

WE 028 212

Arcaro, Jerome S.

The Baldrige Award for Education: How To Measure and Document Quality Improvement.

PUB DATE- 95

NOTE- 152p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Awards; Case Studies; Colleges; *Educational Assessment; *Educational Improvement; *Educational Quality; Elementary Schools; Elementary Secondary Education; Evaluation Methods; Higher Education; *Institutional Evaluation; Records (Forms); School Districts; Secondary Schools; *Self Evaluation (Groups); Surveys; *Total Quality Management

IDENTIFIERS- *Malcolm Baldrige National Quality Award; Total Quality Education

This volume describes in practical terms how schools and colleges can use the Malcolm Baldrige National Quality Award assessment as a tool to document and measure areas of existing quality and to identify areas for improvement. This Award is currently given annually to recognize quality in business companies with plans to expand it to include educational institutions by 1995. The award criteria for education are customer focus and satisfaction, leadership, continuous improvement, total participation and staff development, quality in operational results, problem prevention and resolution, strategic quality planning, management by fact, partnership development, and community responsibility. Chapter 1 describes these criteria in detail. Chapter 2 explains and presents a series of surveys to be completed by different groups within the organization for analysis of the current environment. Chapter 3 focuses on development of an action plan. Chapter 4 discusses why schools should implement this assessment process. Chapter 5 describes the application of Total Quality Management to schools. Chapter 6 contains three master forms for the assessment process. Chapter 7 contains a case study of a school district that implemented the assessment process. An appendix contains two figures illustrating the Total Quality Schools Model. (JB)

ED 381 077

WE 028 215

Brand, Myles

Higher Education and Obligations to the Future.

PUB DATE- 19 Jan 95

NOTE- 19p.; Speech given at Myles Brand's inauguration to the presidency of Indiana University.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120); Speeches, Conference Papers, "Papers Presented at..." (150)

PUB DATE- 90

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Numerical/Quantitative Data (110)

DESCRIPTORS- Colleges; Educational Trends; *Employment Patterns; Family Income; Higher Education; *Incidence; Information Sources; Profiles; Racial Differences; *Student Employment; Tables (Data); *Trend Analysis; Two Year Colleges; Wages

This research brief highlights student employment trends and their implications for higher education, and identifies major sources of national data on the subject. Text and tables provide data on: (1) number and percentage of college students employed, by age range, for 1988; (2) changes in the number and percent of employed college students, from 1972 to 1988; (3) percent of students in the work force by family income, by type of institution, and by race/ethnicity; (4) hours worked per week; (5) kinds of jobs held by college students; and (6) average earnings. Data highlights include: the percentage of employed full-time students aged 16 to 24 has risen from 35 percent in 1972 to 46.5 percent in 1988; 62 percent of students of all ages are working; and full-time students who are employed are working an average of 20 hours a week.

Implications of student employment are noted, including the growth of part-time study, the growth in duration of study, and lower levels of participation in college activities.

Descriptions of three data resources and a bibliography of nine items are provided. (JDD)

ED 381 096

HE 028 234

Carter, Deborah J.

Racial and Ethnic Trends in College Participation: 1976 to 1988.

PUB DATE- 90

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Numerical/Quantitative Data (110)

DESCRIPTORS- American Indians; Asian Americans; Black Students; College Attendance; College Entrance Examinations; Colleges; Educational Trends; *Enrollment Rate; *Enrollment Trends; *Ethnic Groups; Graduate Study; Higher Education; Hispanic Americans; Incidence; Professional Education; *Racial Differences; Tables (Data); *Trend Analysis; Two Year Colleges

This research brief discusses racial and ethnic trends in college enrollment and participation since the mid-1970s, focusing on Black, Hispanic, Asian American, and American Indian students. Data are provided in text and tables, on the following topics:

(1) potential supply of higher education students; (2) Scholastic Aptitude Test averages by race and ethnicity from 1982 to 1988; (3) total enrollment in higher education by gender, ethnic group, and institution type, from 1976 to 1986; and (4) graduate and professional school enrollment by ethnic group. Highlights of the data include: though total enrollment of these groups has increased, a smaller percentage of Black and Hispanic high school graduates were enrolled in college in 1988 than in the mid-1970s; increases in Black, Hispanic, and American Indian enrollment tended to be concentrated in two-year institutions; and from 1976 to 1986, Black males actually lost ground in college attendance by 34,000 students. Policy and research recommendations for addressing this situation focus on the need to improve the academic skills of school-age

following disciplines: Accounting; Administrative Assistant/Secretarial Science; Anthropology; Area, Ethnic, and Cultural Studies; Biological Sciences/Life Sciences; Business Administration and Management; Business Management and Administrative Services; Business/Managerial Economics; Business Marketing and Marketing Management; Chemistry; Communications; Communication Technologies; Computer and Information Sciences; Counselor Education/Student Counseling and Guidance Services; Drama/Theater Arts; Economics; Education; Engineering; Engineering-Related Technologies; English Language and Literature/Letters; and Foreign Languages and Literatures. In addition to listing the average salaries in the 21 individual academic disciplines/major fields for both public and private participating institutions by faculty rank, comparisons are made in each of the disciplines between the two public surveys and the two private surveys for each of the two study years and with the Consumer Price Index of changes in cost-of-living. Appendixes list all disciplines and participating institutions. (JB)

ED 381 116

HE 028 286

Howe, Richard D.; And Others
Salary-Trend Studies of Faculty for the Years 1990-91 and 1993-94
in the Following Academic Disciplines/Major Fields:
Geography...Visual and Performing Arts.

PUB DATE- 94

NOTE- 340p.; For other disciplines, see HE 028 285; for earlier salary trends, see ED 362 131-132.

LANGUAGE- English

EDRS Price- MF01/PC14 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Rank (Professional); Audiology; *College Faculty; Comparative Analysis; Departments; Geology; Higher Education; History; Home Economics; *Intellectual Disciplines; Interdisciplinary Approach; Library Science; Mathematics; Music; Nursing; Philosophy; Physical Sciences; Physics; Political Science; Psychology; Reading; Religion; Social Sciences; Sociology; Speech Language Pathology; Teacher Education; *Teacher Salaries; Theater Arts; Trend Analysis

IDENTIFIERS- Protective Services

This volume contains comparative data for faculty salaries in public and private colleges and universities based on two surveys of institutions conducted in 1990-91 and 1993-94 respectively. Data in this report are from 306 institutions that provided data for both years. Data are provided for the following disciplines: Geography; Geology; History; Home Economics; Library Science; Mathematics; Multi/Interdisciplinary Studies; Music; Nursing (Registered Nurse Training); Philosophy and Religion; Physical Sciences; Physics; Political Science; Protective Services; Psychology; Reading Teacher Education; Sociology; Special Education; Speech Pathology and Audiology; Teacher Education; and Visual and Performing Arts. In addition to listing the average salaries in the 21 individual academic disciplines/major field for both public and private participating institutions by rank, comparisons are made in each of the disciplines between the two public surveys and the two private surveys for each of the two study years and with the Consumer Price Index of changes in cost-of-living. Appendixes list all disciplines and participating institutions. (JB)

ED 381 117

HE 028 287

evaluate its program. Titan, who was chosen as integrator by six schools, contracted with Computer Networking Specialists (CNS) on Long Island to perform the integration services, and with the Waterford Institute to provide teacher training. Two of the six schools were part of the grantback phase and the other four were in the capital phase of the project. Problems resulting from the asbestos crisis in New York City public schools and delayed deliveries and installations affected both phases of the project, but especially the capital phase. Half of the schools were very satisfied with the teacher training they received, while the other half voiced dissatisfaction with the initial training. Opinions about the software programs were mixed; one area of dissatisfaction was the schools' involvement in decision making about the ILS project. Student achievement scores showed no significant differences in reading between program participants and the rest-of-school population. Recommendations include: reexamine teacher training; clarify the roles of CNS and Waterford; and consider how the program expects schools to integrate the use of the ILS lab. (AEF)

ED 381 134

IR 017 056

Pietras, Jesse John

Connecticut Proposes New Legislation Designed To Enhance and Increase Interactive Distance Learning for Telephone and CATV Technologies.

PUB DATE- 1 May 95

NOTE- 25p.; Paper presented at the CAFE/CAPSS Convention: Educating for High Standards-Connecticut Models (Waterbury, CT, January 6-7, 1995). Contains pages that may not reproduce clearly.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cable Television; Computer Networks; Costs; *Distance Education; Educational Development; Educational Legislation; *Educational Technology; Electronic Classrooms; Interactive Television; Nontraditional Education; Online Systems; Program Implementation; Public Libraries; Public Schools; State Action; *State Legislation; Technological Advancement; *Telephone Communications Systems; Universities
IDENTIFIERS- *Connecticut; *Information Infrastructure; Internet

Connecticut has proposed legislation to augment the remote education infrastructure which includes public libraries, public schools, and institutions of higher learning. The purpose of one bill is to explore the possibilities of transmitting interactive distance education to all schools intrastate and to classify public libraries at a cheaper government rate for telephone and online computer services. A second bill seeks to establish a joint standing committee to implement a program that would give grants to public libraries in towns where per capita income is below the state average. Connecticut's distance education protocols are being driven by the state's various technological initiatives, such as the I-SNET (Southern New England Telephone Company), a fiber-optic infrastructure for the transmission of voice, video, data, and for interactive television; approximately half of Connecticut's cable operators have functioning remote education protocols. The proposed legislation intends to supply Internet on-ramps in many small Connecticut towns and to effectuate the use of satellite and cable television technology. Pending legislation called the "School Construction Grant Program" seeks to reimburse schools from 40 to 100 percent of technology

PUB DATE- 14 Apr 95

NOTE- 19p.; The James P. Curtis Distinguished Lecture, Capstone College of Education Society, University of Alabama (April 14, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Uses in Education; Educational Games; *Educational Research; *Educational Technology; Elementary Education; Higher Education; Learning Resources Centers; *Program Effectiveness; Program Implementation; School Libraries; Shared Resources and Services; Teacher Education; *User Needs (Information); Use Studies

This paper examines how, why, and by whom technology is being used in schools. Educational technology is defined as the systematic design and use of hardware and software to achieve specific objectives. Recent studies indicate that the most frequent location of computers in schools is in the administrative office; second is in the library media center and third in a computer lab. Computers are used mostly for word processing, followed by drill and practice and educational games. The following rationales for using computers in schools are identified: social, vocational, pedagogic, and catalytic. In the United States, the social and vocational rationales are dominant. Some studies show that computer-based programs in elementary education benefit only the highest scoring students and students taught by teachers most knowledgeable about the computer system being used; in colleges and universities only about 10 percent of the faculty use technology in the classroom. Factors that contributed to one elementary school's successful use of technology were: availability of computers in the classroom; support and sharing of resources; a supportive district and principal; a strong computer coordinator; early and thorough teacher training; and user-friendly systems. Conditions leading to successful implementation of technology in schools are: dissatisfaction with the status quo; knowledge and skills; resources; rewards and incentives; commitment; leadership; time; and participation. The following ideas should be considered: creating conditions for learners to become responsible for their own learning; helping learners use the right tools; how to "humanize" technology; and helping learners raise the "right" questions. (Contains 14 references.) (AEF)

ED 381 153

IR 017 079

Technology: America's Schools Not Designed or Equipped for 21st Century. Statement of Linda G. Morra, Director, Education and Employment Issues, Health, Education and Human Services Division. Testimony before the Subcommittee on Labor, Health and Human Services, Education and Related Agencies, Committee on Appropriations, United States Senate.

PUB DATE- 4 Apr 95

NOTE- 26p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Audio Equipment; Computer Uses in Education; Data; Educational Equipment; *Educational Facilities; *Educational Technology; *Electronic Equipment; Elementary Secondary Education; *Needs Assessment; *Problems; Schools; Surveys; Technology Education; Telecommunications; Video Equipment

IDENTIFIERS- Equal Access; General Accounting Office;

*Technological Infrastructure

exhibit space; handicapped accessibility; and an arts division with musical scores, CD's, and recordings of Estonian composers and conductors. A mainframe computer that connects its operations, management development, and library automation are some of the needs that have been identified by the NLE. The fellowship project called for teaching and training to help develop operations in Estonia's Parliamentary Information Department. There was particular interest in acquisitions policies, techniques of analytical research, library automation systems, access to worldwide databases, and a general review of U.S. librarianship. (AEF)

ED 381 172

IR 055 467

Idaho Librarian Survival Manual. A Guide for New Librarians.

PUB DATE- 94

NOTE- 82p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Instructional Materials; *Librarians; Library Acquisitions; *Library Administration; Library Automation; Library Catalogs; Library Circulation; Library Collections; Library Cooperation; Library Funding; Library Material Selection; Library Personnel; Library Planning; Library Policy; Library Services; Library Statistics; *Public Libraries; State Libraries

IDENTIFIERS- *Idaho; *Training Materials

The purpose of this guide is to help new librarians in Idaho get started at their jobs. It provides a basic overview of library administration, policy, procedure, activities, and services. The following topics are covered: library law; working with the board of trustees; formulating and writing policies and procedures; budgeting and finance; personnel practices and laws; getting to know the collection; selection and acquisitions; the catalog and how materials are arranged; circulation procedures; public services responses to patrons; interlibrary loans and cooperation; keeping statistics; learning about automation; planning; and the mission of the State Library. (MAS)

ED 381 173

IR 055 468

Reinwand, Louis; And Others

Plug in to the Utah Library Network, Reach Out to the World. Utah

Library Network and Internet Training Handbook for DOS .

Information Forum Publication #7.

PUB DATE- 94

NOTE- 151p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Computer Networks; Electronic Mail; Indexes; *Information Networks; Interlibrary Loans; Online Catalogs; Professional Training; *Public Libraries; *Resource Materials; Teaching Guides

IDENTIFIERS- Archie; File Transfer Protocol; Gopher; *Internet; Listservs; Utah Library Network; Veronica; Wide Area

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)

DESCRIPTORS- *College Planning; Community Colleges; Economic Factors; *Educational Finance; Employment Patterns; Environmental Scanning; Financial Support; Futures (of Society); *Long Range Planning; Occupational Information; Population Trends; *Prediction; Technological Advancement; Trend Analysis; Two Year Colleges

IDENTIFIERS- *California

Designed to provide community college planners with a series of reference assumptions to consider in the planning process, this document sets forth assumptions related to finance (i.e., operational funds, capital funds, alternate funding sources, and campus financial operations); California state priorities; occupational trends; population (i.e., growth, ethnic composition, and age composition); technology; and 26 characteristics of the community college of the future. The assumptions are based on independent research, interaction with various public and private agencies, and the experience of research and consulting firms. Among the assumptions presented are the following: (1) district operational funds will increase no more than 2% to 3% per year for the next decade; (2) requests for state funding of capital projects are greater than state money to fund them; (3) revenue sources must be pursued from energy programs, real estate management, fee-based programs, private grants, public-private partnerships, public-public partnerships, and foundation activities; (4) employment in the greater Los Angeles Area continues to be dominated by service-related businesses (24.8%) and manufacturing (24%); (5) the impact of technology will totally change the variety and extent of learning opportunities available; (6) community colleges will have the capability to deliver 24-hour instruction with a variety of technological devices; (7) colleges will be networked electronically across district boundaries; (8) colleges will cater to part-time students; (9) the community college will be the primary center for retraining the work force; (10) individualized instruction will be a major emphasis of instructional delivery; and (11) the role of faculty will change from dispenser of information to manager of the instructional process. A list of major issues in education and master planning questions is included. (KP)

ED 381 191

JC 950 174

Taylor, Lyndon E.; Maas, Michael L.
The Community College of the Future.

PUB DATE- 13 Apr 95

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *College Planning; Community Colleges; *Educational Change; Educational Facilities Planning; *Educational Innovation; *Futures (of Society); Nontraditional Education; *Prediction; *Technological Advancement; Two Year Colleges
In the future, community colleges will need to possess certain functional and structural characteristics to be relevant to the rapidly changing educational requirements of students of the 21st century and to the social, economic, and occupational needs of the communities they serve. The community college of the future will: (1) deliver instruction at any time of night

IDENTIFIERS- *Vincennes University IN

In September 1994, Vincennes University (VU), in Illinois, conducted a broad-based survey of student and community perceptions as a part of its self-study process in preparation for North Central Accreditation (NCA) in 1995. The survey instrument was distributed via a single mailing to all 15 trustees, all 972 full-time employees, all 353 part-time adjunct faculty, 191 selected members of the external community, and two random samples of 400 students, each. Seventy-two questions were posed related to 5 accreditation criteria: VU has clear and publicly stated purposes, has effectively organized resources to accomplish its purposes, is accomplishing its educational and other purposes, can continue to accomplish its purposes, and demonstrates integrity. Responses were received from 895 individuals, including 57% of the trustees and employees, 33% of the adjunct faculty, 25% of the community, and 18% of the students. Study findings included the following: (1) respondents generally had an understanding of VU's mission and purpose; (2) respondents generally felt that VU made a conscientious effort to provide students with a safe environment; (3) employees did not generally feel that they had adequate input to the budgetary process; and (4) respondents were generally positive regarding VU's accomplishment of its purposes and its ability to continue to accomplish this purpose and strengthen educational effectiveness. (Appendixes include the VU organizational chart prepared for the NCA, in-depth characterization of criteria for accreditation, the survey instrument used in the perceptions study, and graphs of results.) (MAB)

ED 381 208

JC 950 198

Budig, Jeanne E.
Postcards for Student Success.
PUB DATE- Mar 95

NOTE- 23p.; Paper presented at a forum of the Indiana Association of Institutional Research (West Lafayette, IN, March 20-21, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Academic Achievement; *Attendance Patterns;
*Attendance Records; Community Colleges; Discipline Policy;
Program Costs; Student Attitudes; *Teacher Student
Relationship; Two Year Colleges

IDENTIFIERS- Student Attendance Improvement Program IA

Aware of the high correlation between class attendance and academic success, Vincennes University (VU) in Indiana implemented a "blue card" system to improve class attendance. The first week of class, students are asked to sign a blue card verifying their local address and allowing the release of academic information. Instructors begin class by discussing the importance of attendance and explaining that the tear-off portions of the blue cards will be used to notify students that the instructor is concerned about their absences. When students begin to miss class, postcards are sent to the student's local and permanent addresses. The first card indicates concern over non-attendance, the second is more strongly worded, and the third informs the student that he/she has been dropped for non-attendance and has received a grade of W or WF. The cost of the program is approximately \$465 per year. Parents and academic advisors unanimously support the program, and students

students and business; (7) workplace literacy skills; and (8) the ability to match employer job openings with qualified job applicants. The 62,160 square foot building contains three multipurpose assessment testing rooms; computer, data processing, multi-skills, distance learning, and computer-aided drafting/design labs; three multi-media conference rooms; a career resource center; and an economic development office. (Facility floor plans, a list of Advisory Council members, a list of program initiative task forces with contact people and phone numbers, and an information booklet are included.) (KP)

ED 381 225

PS 021 828

Expecting the Unexpected: Sick and Emergency Child Care. The BNA Special Report Series on Work and Family. Special Report No. 53.

PUB DATE- Sep 92

NOTE- 36p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Certification; Children; Child Welfare; Cost Effectiveness; *Day Care; *Day Care Centers; Early Childhood Education; *Employed Parents; Employee Absenteeism; *Employer Supported Day Care; Fringe Benefits; Hospitals; Program Descriptions; *Sick Child Care; State Regulation

IDENTIFIERS- Hospital Based Corporate Child Care; *Program Characteristics

Unexpected absences from work that arise when employees are faced with children's illnesses or breakdowns in their regular child care arrangements cause a tremendous amount of stress for working families and losses in productivity businesses. Interest in emergency child care programs appears to be increasing. This report examines the increasing need for back-up care and sick child care programs and describes five existing employer-sponsored or hospital-based programs. Following an introduction, the report provides a rationale for emergency care, noting child-care related absenteeism, costs and licensing requirements, and issues related to sick child care. The report notes that the two concepts of back-up or contingency care and sick child care can be combined into one program. The next section of the report examines licensing and regulations, and the implications for emergency care, noting that without certain exemptions, regulations effectively prohibit casual arrangements for drop-in and emergency care. The rest of the report describes the characteristics of five emergency care programs: (1) Time Warner Children's Center, providing back-up care on-site; (2) Honeywell, which contracts with in-home care providers for sick child care; (3) Connecticut's Care in a Crunch, providing in-home sick child and back-up care for children as well as care for convalescing adults; (4) sick child care programs at Sarasota (Florida) Memorial Hospital and St. Joseph Hospital in Houston, Texas; and (5) A Rainbow Retreat in Orange County, California, which offers both back-up and sick child care in three different centers. (WP)

ED 381 226

PS 022 199

Hernandez, Donald J.

America's Children: Resources from Family, Government, and the Economy. A Census Monograph Series.

PUB DATE- 93

NOTE- 480p.; With David E. Myers.

Ethos for Racial Equality"; (5) "Parental Involvement: Fostering Confidence and Communication"; (6) "Antiracism: Policy Developments in the Early Years"; (7) "The State in Three Acts" (on institutional racism and reform legislation); and (8) "Training and Resources: The Way Forward." The book concludes with a listing of useful sources and resources for racial equality. Contains 127 references. (MTH)

ED 381 244

PS 023 068

Gartrell, Daniel

A Guidance Approach to Discipline.

PUB DATE- 94

NOTE- 364p.; Foreword by Sue Bredekamp.

LANGUAGE- English

EDRS Price- MF01/PC15 Plus Postage.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Behavior Change; Behavior Development; Behavior Problems; Behavior Theories; *Change Strategies; Child Development; *Classroom Techniques; Developmental Stages; *Discipline; Discipline Problems; Early Childhood Education; *Guidance; Intervention; Parent Child Relationship; Social Development; Teacher Student Relationship; *Young Children

Noting that the early childhood age group encounters--and poses-- particular challenges that require understanding by early childhood teachers, this book presents theories and practical skills needed to administer discipline that will promote the educational development of young children and help them learn from their behavior. The guidance approach presented, which focuses on children ages 3 to 8 years, addresses mistaken behavior, teaches children to solve the problem, and protects self-esteem. The book includes ten chapters, grouped in three units. Chapter 1 provides a historical overview of the guidance tradition. Chapter 2 presents three levels of mistaken behavior, a basic construct of the guidance approach. Chapter 3 discusses principles of a guidance approach, and chapter 4 presents implementation. Chapter 5 discusses classroom management through the use of learning centers and classroom routines. Chapter 6 explores management of the daily program to reduce the need for mistaken behavior. Chapter 7 introduces skills and strategies for communicating with children in order to reduce the need for mistaken behavior and techniques for communicating with parents. Chapter 8 presents conflict resolution strategies for addressing mistaken behavior. Chapter 9 offers information to help prospective and practicing teachers cope with and remediate serious mistaken behavior, while chapter 10 defines liberation teaching as a concept which integrates: viewing human nature positively; preventing problems by accommodating the developmental needs of young children; teaching children empathy and problem-solving skills; practicing nonpunitive intervention; and building a team relationship with parents. Four appendices include sample greeting letters, surveys, brochure, and flyer; a position statement of the Minnesota Association for the Education of Young Children, and an individual guidance plan worksheet. (AA)

ED 381 245

PS 023 070

Myers, Bob

Parenting Teenagers in the 1990s.

PUB DATE- 92

NOTE- 153p.

attitudes within a macro society, and cultural conventions make adapting or transporting methods with European roots difficult at best. An example of differences in thinking would be the way Americans have discarded European traditions of evaluating ideas and systems of thought according to "intellectual consistency" or aesthetic appeal. Cultural differences include: individualism versus collectivism; the American emphasis on "egalitarianism"; forms of activity of doing rather than being; the separation of work and play; and the dichotomy between competition and affiliation. Several elements need to be in place in American schools before any successful transitions from preschool to elementary school can take place, including preparation of children for such transitions, involvement of parents in each step of the process, and continuity of program through developmentally diverse and age/individual appropriate curricula. Although the Reggio Emilia schools do not have administrators or head teachers, their programs support the administrator's practical role in promoting development. Administrators must promote teachers and children to be curriculum makers; invite parents to be part of the classroom; allow time for observing the project process; allow planning time for teachers; and encourage and support practitioners by giving them time to develop. Contains nine references. (MTH)

ED 381 265

PS 023 169

Dynerman, Susan B.
Are Our Kids All Right? Answers to the Tough Questions about
Child Care Today.

PUB DATE- 94

NOTE- 372p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials
(070), Books (010), Guides/Methods/Techniques (For Practitioners)
- Non-Classroom Use (For Administrative and Support Staff, and
for Teachers, Parents, Clergy, etc. in Non-Classroom
situations) (055)

DESCRIPTORS- *Attachment Behavior; Child Development; Day Care;
*Day Care Effects; Early Childhood Education; Educational
Quality; Employed Parents; *Infants; Mother Attitudes;
*Mothers; *Preschool Children; *Research

Examining over 20 years of research findings, including the most recent research on child care and child development, this book attempts to answer the three most important questions parents have about day care: Is day care harmful? Are babies damaged by the fact that their mothers work? and, Are working parents, by being absent during most of the day, neglecting the needs of their children? Pediatricians, researchers, teachers, and society in general are ambivalent about the answers to these questions. Researchers have debated these issues publicly since the mid-1980s when the controversy over the impact of a mother's employment on infants was first noted in academic journals and spread to the popular press. Divided into two parts, this book discusses in Part 1 the research on the quality of child care in America; day care studies; the attachment controversy; the realities of the lives of mothers and infants who use day care; and what is known about how parents' work lives affect their children. Part 2 is a practical guide to child rearing, which focuses on how developmental issues affect child care needs through early adolescence, the age when self-care becomes appropriate. Contains 190 references. (DR)

NOTE- 238p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Opinions/Personal Viewpoints/Position
Papers/Essays (120)

DESCRIPTORS- Academic Standards; After School Programs; Art
Education; Class Size; *Core Curriculum; *Educational Change;
Educational Technology; Elementary Education; Ethical
Instruction; Flexible Scheduling; Grouping (Instructional
Purposes); Interdisciplinary Approach; Intergenerational
Programs; *Literacy; Mixed Age Grouping; Numeracy; *Parent
Participation; School Health Services; School Libraries; School
Surveys; Scientific Literacy; Summer Programs;
Telecommunications; Thematic Approach

IDENTIFIERS- *Basic Schools; *Character Education; Learning
Communities; School Based Services

Noting that academic failure begins early and that the focus of
school reform should be at the elementary level, this book
describes the Basic School, an idea based on best practice in
elementary education. A Basic School pushes school reform back
to the first years of formal education; gives priority to
language and suggests a coherent core of commonalities; and
identifies and implements key components of an effective school
in a single institution. The book is organized into four
sections. Section 1 describes the school as a community with a
clear mission, teachers as leaders, and parents as partners.
Section 2 discusses the coherent curriculum of the Basic
School, which stresses: (1) the centrality of literacy and
language of all kinds, including words, numbers, and the arts;
(2) the core commonalities of the various fields of knowledge,
which are organized thematically and integrated so that
students see connections across the disciplines and relate what
they learn to life; and (3) assessment in the service of
learning, based on academic standards with benchmarks, which
enables the Basic School to be accountable to students,
parents, and the larger community. Section 3 describes the
school climate for learning, with: (1) small class size,
flexible teaching schedules, and various student grouping
arrangements; (2) enriching resources for learning, including
libraries and use of local zoos, museums, and parks, and
electronic tools that connect classrooms to networks of
knowledge; and (3) services for children that meet the needs of
the whole child by providing basic health and counseling,
family referrals, and after-school and summer enrichment
programs. Section 4, which describes the Basic School's
commitment to character, includes a discussion of seven core
virtues and suggests that students should be encouraged to
apply the lessons of the classroom to the world around them. A
separate section on Technical Notes describes school surveys
referred to in the report. Contains 243 notes. (DR)

ED 381 285

PS 023 226

Emergency Medical Services for Children: Abstracts of Active
Projects FY 1995.

SPONS. AGENCY- Health Resources and Services Administration
(DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.

PUB DATE- 95

NOTE- 167p.; For 1994 edition, see ED 373 869.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Abstracts; Child Health; *Medical Services;
*Pediatrics; *Pilot Projects; *Program Descriptions;

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; American Indian Culture;
*American Indian Education; *College Students; Dropouts;
*Family Influence; *Financial Problems; Higher Education;
Preservice Teacher Education; Rural Education; Secondary
Education; Student Attitudes; *Student Experience; Student
Surveys; Withdrawal (Education)

IDENTIFIERS- *Native Americans; Northern Arizona University
This paper outlines results of three informal surveys identifying barriers that Native Americans face when trying to complete a college degree. For the first survey, 22 Native American students who had dropped out of Northern Arizona University indicated that family influences and responsibilities, lack of financial resources, campus attitudes towards Native Americans, and poor academic preparation were reasons for leaving school. These dropouts also indicated that additional support services such as professors who demonstrated a caring attitude would have made a difference in their decision to withdraw. In the second survey, nine Native American participants in their first year of a field-based special-education teacher training program were asked to identify the most difficult aspects of taking courses on a university campus and the most desirable traits in a university professor. Respondents indicated that difficulties were associated with family obligations, time management, tuition and finances, and distance from home. Desirable traits for professors included good communication skills, likeable personality, willingness to help, treats students equally, flexibility, and high expectations. In the third survey, nine Native American students in the field-based preservice program indicated that cultural traditions were sometimes a barrier to higher education for Native Americans, as were lack of financial support, inadequate high school preparation, alcohol and drugs, poor academic advising, and language barriers. (LP)

ED 381 303

RC 020 024

Johnson, JoAnn; Whipple, Wendy
Replicating Successful Early Intervention in Rural Areas: Model
Program Description.

PUB DATE- Mar 95

NOTE- 8p.; In: Reaching to the Future: Boldly Facing Challenges
in Rural Communities. Conference Proceedings of the American
Council on Rural Special Education (ACRES) (Las Vegas, Nevada,
March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Adult Learning; Coordination; Delivery Systems;
*Disabilities; *Early Intervention; Family Involvement; *Family
Programs; Learning Strategies; Models; Outreach Programs;
Preschool Education; *Rural Areas; Rural Education; *Training
IDENTIFIERS- *Nevada; *Program Replication; Service Providers

This paper describes a project to train service providers in replicating the Home Activity Program for Parents and Youngsters (HAPPY). HAPPY is a family-focused program developed to meet the educational needs of disabled children ages birth through 5 years in rural Nevada. Content of the training modules was developed from a review of literature and training materials, professionals' experiences, needs assessments, initial training surveys, and informal interviews with training participants. The seven training modules include: (1) home

March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- *Deafness; Elementary Secondary Education; Higher Education; *Inservice Education; *Institutes (Training Programs); Models; Professional Isolation; Program Development; Program Evaluation; *Regional Programs; *Rural Education; Special Education Teachers; Staff Development; Summer Programs
IDENTIFIERS- *Idaho State University; *United States (Intermountain West)

The Regional Inservice Training Model (RIST-M) was used to develop a weeklong inservice summer training program at Idaho State University for professionals working with deaf and hearing-impaired students in rural Idaho, Montana, Nevada, Utah, and Wyoming. There were several reasons for offering inservice training on a regional basis: a mission of Idaho State University is to be a regional resource for educators of the deaf and hearing impaired; federal and state laws require inservice education; and rural areas needed an economical model for providing inservice education. During the summer of 1994, the RIST-M was field-tested at the Intermountain Special Study Institute (ISSI) at Idaho State University. ISSI used RIST-M content, structure, delivery, and support factors to develop a summer inservice program for educators of deaf and hearing-impaired students. Seventy-one of the initial 84 participants completed a survey providing information about themselves and program evaluation. Participants were from primarily rural areas and worked directly in instructional settings in residential or public schools. Participants gave high ratings to five of the six inservice presentations and two of the three program activities. This paper concludes that a regional inservice program for rural educators is required to implement a quality program. In addition, the program should be a collaborative effort among state and local departments of education as well as institutions of public and higher education. Furthermore, the training should be relevant to the needs of professionals and should be of reasonable cost so that educators can afford to attend. (LP)

ED 381 320

RC 020 041

Ludlow, Barbara L.; Wienke, Wilfred D.

Preparing Teacher Educators for Rural Special Education: A Leadership Training Model.

PUB DATE- Mar 95

NOTE- 9p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- Admission Criteria; Degree Requirements; *Doctoral Programs; Doctor of Arts Degrees; Educational Objectives; Higher Education; Leadership Training; Models; Program Descriptions; *Program Improvement; *Rural Areas; Rural Education; *Special Education; *Teacher Educator Education; Teacher Shortage

IDENTIFIERS- *West Virginia University

100 related service providers have expressed interest in gaining certification. In November 1992, the U.S. Department of Education issued a policy statement recommending that school personnel act with caution when placing children who were deaf or hard of hearing with hearing peers. However, approximately 79 percent of students who are deaf or hard of hearing are currently included or educated in public school settings. Successful inclusion requires that teachers of the deaf work with administrators to ensure that students who are D/HW are appropriately assessed, that their needs are adequately documented, that the required supports and services are provided, and that an appropriate placement is recommended based on those needs. (LP)

ED 381 336

RC 020 057

Gold, Veronica

Successful and Unsuccessful Collaborative Practices among Rural Special and Regular Educators.

PUB DATE- Mar 95

NOTE- 9p.; Paper presented at the Annual Conference of the American Council on Rural Special Education (ACRES) (Las Vegas, NV, March 15-18, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; Administrator Role; Educational Cooperation; *Educational Practices; Elementary Secondary Education; Interprofessional Relationship; *Regular and Special Education Relationship; *Rural Schools; *Teacher Attitudes; Teacher Role; Teamwork

IDENTIFIERS- Ohio (South); *Teacher Collaboration

This paper examines perceptions of regular and special educators concerning the frequency and importance of collaborative practices in inclusive schools. Eighty schools in four rural counties of southern Ohio were ranked according to students' grade point average. A questionnaire was distributed to regular and special educators serving on collaborative teams in 24 schools that represented the top and bottom 15 percent of ranked schools. Responses from 66 teachers and principals reveal that special and regular educators in both groups of schools have similar perceptions concerning the importance of specific collaborative practices. However, professionals in less successful schools do not perceive themselves as effectively implementing collaborative practices that support role reciprocity among regular and special educators involved in inclusive education. These results confirm the assertion that professional credibility issues, differing conceptual frameworks, and certain collaborative practices may diminish collaborative outcomes. Additionally, the principal's role appears to be a critical variable impacting collaborative outcomes. Finally, the perceptions of professionals in high- and low-achieving schools differed significantly with regard to collaborative practices related to autonomy, decision-making processes, and school norms. The paper includes recommendations to support increased frequency and quality of collaborative practices among both regular and special educators. (LP)

ED 381 337

RC 020 080

Pringle, Beverly A.; Rosenthal, Eric D.

An Analysis of the Costs of Chapter 1 Migrant Education Program Summer Services.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Educational Research; Educational Technology; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Higher Education; Middle Schools; Science Education History; *Science Instruction; Science Teachers; Sex Fairness; Teacher Education; Teaching Methods

Included in this publication are abstracts of papers presented at a meeting on science teaching. Also included are: an index of authors and the sessions in which they presented papers, a strand index listing sessions that pertain to that strand, and an address list of all the authors. Strands include alternative assessment; approaches to research; curriculum; gender equity; history, philosophy, and epistemology; international; use of technology; science teaching and learning; and teacher education. Science teaching and learning subcomponents include agricultural sciences, biology, chemistry, Earth science, elementary school, environmental, general, interdisciplinary, nursing sciences, physical science, physics, and special education. Teacher education subcomponents include inservice, inservice and preservice, and preservice categories for elementary school, general, high school, middle school, and university/college levels. (L2)

ED 381 356

SE 056 055

Jackson, David F.

Two Cases of Implementing STS Activities in the Context of a Traditional Middle School Life Science Curriculum: Same Rules, Different Games.

PUB DATE- Apr 93

NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (66th, Atlanta, GA, April 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Biological Sciences; Grade 7; *Instructional Improvement; Junior High Schools; Middle Schools; *Outcomes of Education; *Science Activities; *Science and Society; *Science Curriculum; Science Education; *Technology

Two classroom case studies are used to investigate common concerns about the use and value of Science-Technology-Society (STS) themes as curriculum organizers. The author discusses the fear that a focus on STS may de-emphasize science concept learning in the overall curriculum, and suggests that this may be appropriate at the middle school level. The efforts and commentary of two teachers of seventh grade life science at different middle schools in the same large suburban district are compared and contrasted. Each teacher is constrained by conservative curriculum guidelines. One teacher chooses to adhere to the guidelines and implement STS activities in an ad hoc manner, while the other conducts a student-centered interactive STS activity. Excerpts from class discussions are provided. It is concluded that the STS activity did not result in open and critical thinking on the part of the students but rather gave students a low-level factual expertise. The author suggests that teachers should be conscious of making value judgments about their curriculum, rather than uncritically accepting broader claims for the value of STS organizers in addressing a wide variety of science learning objectives. (L2)

ED 381 357

SE 056 056

PUB DATE- Aug 94

NOTE- 164p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher)

(052), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Active Learning; *American Indian Education;

*Biology; *Genetics; Group Activities; Health Education; High

Schools; High School Students; Lesson Plans; Science

Activities; *Science Curriculum; Science Education

IDENTIFIERS- Hands on Science; Native Americans; Plains Indians

(Anthropological Label)

This genetics curriculum was conceived to fill the void in the general public's awareness of the importance of heredity and environment in health. The module contains a teacher's manual, student manual, and appendix. Topics are presented in a manner that is intended to be culturally sensitive and meaningful, and to reflect the concerns of the Native American population in the South Dakota region. In the context of traditional Native American beliefs and culture, students learn about the genetics of diabetes, heart disease and alcoholism, the causes of some birth defects, and how lifestyle choices have an impact on individual and community health. Seven lessons present a series of classroom discussions, hands-on experiences, group research projects, and interactions with individuals from the community. The module is designed to promote student participation in the learning process. Direct teaching methods are utilized only when necessary. The teacher's manual presents lessons with the following components: introduction, goal, objectives, materials and advance preparation, directions for conducting the activity, background information, resources, and optional activities. The student manual is teacher reproducible. An appendix contains material highlighting health care issues in the Native American community. (LZ)

ED 381 379

SE 056 168

Solomon, Joan, Ed.; Aikenhead, Glen, Ed.

STS Education: International Perspectives on Reform. Ways of Knowing Science Series.

PUB DATE- 94

NOTE- 260p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- *Curriculum Design; *Educational Change; Educational

Objectives; Educational Research; *Science and Society;

*Science Curriculum; Science Education; Secondary Education;

*Technology

This book is a collection of essays about science-technology-society (STS) education for school science that examines new challenges and new questions in the domain of STS education. The book does not employ a purely academic approach found in science studies, yet almost every chapter shows some reflection on the historical, philosophical, or sociological aspects of science and technology. The book is divided into five sections. Part I, "Rationales and Challenges," describes the roots of STS education, clarifying the current debate between supporters of STS and those of traditional science teaching. Part II, "STS in Science Classrooms," examines the pragmatic heart of STS, projects, and programs as they actually exist in classrooms. The content of Part III, "Public Understanding and Cultural

Educational Technology; High Schools; *Knowledge Base for Teaching; Science Education; Science Teachers; Secondary School Teachers; *Telecommunications

IDENTIFIERS- Internet; New York City Board of Education

This study is an attempt to determine the extent of telecommunications use by secondary school science teachers in the Queens borough of New York City. Science teachers in 39 middle schools and 32 high schools were surveyed in May, 1994, in the following categories of information: access to computers, hardware preference, hardware in use, access to the Internet, use of modems, and use of telecommunications and the Internet. A 27 percent response rate was obtained. Results indicate: low levels of access to computers (60 percent of respondents claimed no access); a desire to use computers in the classroom and a preference for the use of IBM compatible computers; a contradiction in hardware preference and hardware-in-use (32 percent of respondents used Macintosh computers, 24 percent used Apple II's, and 19 percent used IBM compatibles); limited access to the Internet (over 60 percent of respondents declared no access to telecommunications within the school); low levels of modem use (almost half reported they had never used a modem); and almost all teachers were unfamiliar with common techniques used on the Internet. The survey instrument is included. (LZ)

ED 381 401

SE 056 271

Coburn, William W.; And Others

Everyday Thoughts about Nature: An Interpretive Study of 16 Ninth Graders' Conceptualizations of Nature.

PUB DATE- Apr 95

NOTE- 79p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Environment; Environmental Education; Grade 9; *Instructional Improvement; Natural Resources; Science Education; *Scientific Attitudes; Secondary Education; *Student Attitudes; Student Surveys

IDENTIFIERS- Man Nature Relationship; *Nature

This study investigates student world views in an effort to provide information that will improve the learning environment of the science classroom. The research focuses on furthering knowledge of students as people in the context of investigating what students think about nature or the natural world. The objective of the descriptive case study is to come to a better understanding of the cognitive culture of 16 ninth graders from a semi-rural high school in the central desert region of Arizona. A modified naturalistic inquiry approach using a semi-structure interview technique was employed. A number of assertions are examined relating to variations in views of the natural world based on differing perspectives, gender, religion, integration of school science in everyday thinking, science grade success, and environmental awareness. Implications for further research and instructional improvement are discussed. Results show that student ideas are often both rich and rational. Yet within the richness of student comments little pertained to science, and only one student's conceptualization of nature reasonably matched the naturalistic-mechanistic view of nature common to science education. An appendix provides concept maps and narrative transcripts.

Learning Strategies; *Preservice Teacher Education; Questioning Techniques; *Student Teachers; *Teacher Education; Teacher Educator Education

IDENTIFIERS- California; England; Preservice Teachers

This conference paper reports on research related to inquiry and how to infuse this approach into teacher training for pre-service elementary teachers. By using personal experiences of a three month visit to California elementary schools and a driving tour of England, these experiences are correlated to inquiry training with a model adapted from Chandler/Taba research work. Social studies curriculum documents of Australia are employed, including "Social Education in the Nineties: A Basic Right For Every Person," to illustrate how this approach can be used to address the goals and objectives specified for the subject in Australia. (EH)

ED 381 420

SO 024 647

Anderman, Eric M.; Johnston, Jerome
Motivational Influences on Adolescents' Current Events Knowledge.
PUB DATE- Feb 94

NOTE- 13p.; Paper presented at the Annual Meeting of the Society for Research on Adolescence (San Diego, CA, February 1994).

This research was funded by a grant from Whittle Communications.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Adolescents; Behavioral Science Research; *Current Events; Elementary School Students; High Schools; High School Students; Intermediate Grades; Junior High Schools; Junior High School Students; *Learning Motivation; Middle Schools; *Social Studies; *Student Interests

IDENTIFIERS- Middle School Students

This paper describes a study that examined relationships among students' goals, efficacy beliefs, news-seeking behavior, and current events knowledge. The study expands on previous work on students' achievement related goals by examining the effects of goals and self-efficacy on knowledge of current events, a sub-domain of social studies. A sample of students from four middle schools and nine high schools (n=1148) completed a current events test, and a motivational inventory in May 1993. The sample was 50 percent male and 50 percent female, and 55 percent of the students studied current events in school as part of a course. Using path analysis, the researchers found that males in middle schools are more self-efficacious toward the news, while males in high schools are more performance oriented and seek news outside of school more than females. The study found that grade point average (GPA) is related positively to holding mastery goals toward the news for high school, but not middle school students. In both samples, mastery and performance goals only have indirect effects on knowledge, through either efficacy beliefs or news seeking behavior. In both samples, students who study current events in school are less mastery oriented than those who do not study the news in school (Author/DK)

ED 381 421

SO 024 650

Deemer, Milton L.
Toward a Model of Exhibit Development.
PUB DATE- 94

NOTE- 28p.

LANGUAGE- English

This resource book results from a National Endowment for the Humanities Summer Institute for 30 teachers conducted in 1992 at the University of Illinois at Chicago. Curriculum materials developed were field-tested the following school year. Divided into three sections, part 1, "Essays," contains the following chapters: (1) "Maps in the Context of Time: The Historian's Contribution to Cartographic Literacy" (Gerald A. Danzer); (2) "The Center of the Earth: World Maps and Point of View Analysis" (Mark Newman); (3) "Islamic Maps in the Context of Western Civilization" (Kathleen Borghoff); and (4) "The Debate over Global Projections" (Raymond M. Brod). Part 2, "Lessons and Units," contains the following chapters: (1) "Early Civilizations in the Ancient Near East" (John Mullins); (2) "The Earliest World Map" (Victoria Goben); (3) "World Maps and World Views before Columbus" (Victoria Goben); (4) "Ancient and Medieval Maps for Classroom Discussion" (Charles Hart); and (5) "Mapping in Grades 5 and 6: Suggestions for a Unit" (Roger Anna). Part 3, "Urban Perspectives and Local Applications," contains the following chapters: (1) "Cities of the World: Cartographic and Historical Perspectives" (Charles Hart); (2) "The World in Our City: Ethnicity in Chicago" (Margaret Kania); and (3) "The History of Cicero Township: Cartographic Perspectives" (Charles E. Samec). Appendices offer additional maps and suggestions on how to use them in the classroom. (EH)

ED 381 442

SO 024 716

Lampe, Judith R.; Rooze, Gene E.
Enhancing Social Studies Achievement among Hispanic Students
Using Cooperative Learning Work Groups.

PUB DATE- 94

NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Reports - Research/Technical (143)

DESCRIPTORS- Active Learning; *Cooperative Learning; Grade 4; *Group Activities; Grouping (Instructional Purposes); Hispanic Americans; Intermediate Grades; *Learning Strategies; Self Directed Groups; Small Group Instruction; *Social Status; Student Participation; *Teaching Methods

IDENTIFIERS- Hispanic American Students

This paper reports on a 12-week study of 131 students in eight fourth-grade social studies classrooms in two elementary schools in the southwestern United States with low socioeconomic, high minority populations. Although research has indicated that cooperative learning enhances student achievement, promotes self-esteem, and improves interpersonal relations, few studies have focused on cooperative learning in elementary social studies. There is a close affinity between the goals of citizenship education and social skills promoted by cooperative learning. This investigation determined differences between achievement and self-esteem of Hispanic fourth-graders who received instruction using cooperative learning or traditional instruction. Results indicated higher achievement favoring cooperative learning and higher self-esteem for males regardless of treatment. Making connections between social studies goals and cooperative learning offers a valuable tool for improving social studies education. Contains 26 references. (Author/EH)

ED 381 443

SO 024 718

*Educational Change; *Educational Policy; Elementary Secondary Education; *International Education; International Studies; Political Influences; *Political Science; Politics of Education; Social Change

IDENTIFIERS- Europe (Central); Europe (East)

This seminar report focuses on school legislation reforms in Central and Eastern Europe. The seminar was part of the "Secondary Education for Europe" project. The aims of the seminar included: (1) to outline legislative reforms concerning the school systems in Central and Eastern countries; (2) to highlight questions; and (3) to compare possible solutions by taking into account Western European experiences. The first of five parts is the introduction. Part 2, "School Legislation Reform," contains the following sections: (1) Typology of legislative measures in education; (2) The functions of legislation in education; (3) The education law in the context of educational reform; and (4) Legislative changes in Central and Eastern Europe. Part 3, "Specific Problems," focuses on: (1) Centralization and decentralization of education; (2) Private education; and (3) The rights of minorities. Part 4 stresses "Educational Reforms: Strategies, Implementation and Evaluation." Part 5 offers "Conclusions and Recommendations." Appendix 1 contains the seminar program while Appendix 2 contains a list of participants to the conference. (EH)

ED 381 464

SO 024 789

Stowfay-Stitz, Aline M.

Peace Education for Children: Historical Perspectives.

PUB DATE- 94

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 7, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Cognitive Processes; *Conflict; *Conflict Resolution; *Decision Making; Educational Planning; Elementary Secondary Education; Global Education; Human Relations; International Relations; Interpersonal Communication; *Peace; Problem Solving; Prosocial Behavior; Teaching Methods; War

IDENTIFIERS- *Peace Education

This research paper addresses the development of peace education initiatives through exploring primary sources, photographs, essays, prayers and writings of children from 1828 until the present. There has been a "hidden history" of peace education that chronicles humanitarian and education efforts but has not been clearly documented. Critical turning points in peace education history are identified with explanations as to their success or failure. An infusion or integration of peace studies into the teacher education programs, both preservice and inservice, and a part of undergraduate and graduate programs is advocated. "Voices from the Past for Peace...and Peace Education," which has excerpts of writings related to the topic from 1847 to 1991, is included. (EH)

ED 381 465

SO 024 822

Siler, Carl R.

Muncie Remembers that Day in Dallas, November 22, 1963. Volume 1.

PUB DATE- 94

NOTE- 133p.

LANGUAGE- English

scholars discuss the role of sound symbolism in a theory of language. Contributions and authors include the following: "Sound-Symbolic Processes" (Leanne Hinton, Johanna Nichols, John Ohala); "Symbolism in Nez Perce" (Haruo Aoki); "Nootkan Votive Vocalism and Its Implications" (William W. Jacobsen, Jr.); "Relative Motivation in Denotational and Indexical Sound Symbolism of Wasco-Wishram Chinookan" (Michael Silverstein); "Symbolism and Change in the Sound System of Huastec" (Terrence Kaufman); "Evidence for Persuasive Synesthetic Sound Symbolism in Ethnobiological Nomenclature" (Brent Berlin); "Noise Words in Guarani" (Margaret Langdon); "'i': Big, 'a': Small" (Gerard Difloth); "Tone, Intonation, and Sound Symbolism in Lahu: Loading the Syllable Canon" (James A. Matisoff); "An Experimental Investigation Into Phonetic Symbolism as It Relates to Mandarin Chinese"; "Palatalization in Japanese Sound Symbolism" (Shoko Hamano); "Yir-Yiront Ideophones" (Barry Alpher); "African Ideophones" (G. Tucker Childs); "Regular Sound Development, Phonosymbolic Orchestration, Disambiguation of Homonyms" (Yakov Malkiel); "Modern Greek 'ts': Beyond Sound Symbolism" (Brian D. Joseph); "On Levels of Analysis of Sound Symbolism in Poetry, with an Application to Russian Poetry" (Tom M. S. Priestly); "Finnish and Gilyak Sound Symbolism--the Interplay between System and History" (Robert Austerlitz); "Ohonosyntactics" (Joan A. Sereno); "Aural Images" (Richard Rhodes); "Inanimate Imitatives in English" (Robert L. Oswald); "Some Observations on the Function of Sound in Clinical Work" (Peter F. Oswald); "The Frequency Code Underlies the Sound-Symbolic Use of Voice Pitch" (John J. Ohala); and "Sound Symbolism and Its Role in Non-Human Vertebrate Communication" (Eugene S. Morton). (JL)

ED 381 017

FL 022 866

Jamieson, Joan

A History of Commitment in CALL.

PUB DATE- 13 Jul 94

NOTE- 11p.; Paper presented at a conference on Computers in Applied Linguistics (Ames, IA, July 13, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Change Strategies; Classroom Techniques; *Computer Assisted Instruction; *Computer Software; Costs; *Educational Change; Educational History; *Information Technology; *Instructional Design; Instructional Materials; Second Language Instruction; *Second Languages; Teacher Attitudes; Teacher Role; Technological Advancement

The evolution of computer-assisted language learning (CALL) is examined, focusing on what has changed and what has not changed much during that time. A variety of changes are noted: the development of multimedia capabilities, color, animation, and technical improvement of audio and video quality; availability of databases, better fit between computer "tools" and instruction; emphasis on grammar, vocabulary, and reading to support and enable instruction rather than as the content of instruction; improved techniques for drills and tutorials; and packaging of instruction. Some elements of CALL that have either not changed much or have come full circle are the challenge of engaging teachers in the technology, costs of advancing technology, and resulting problems in access to the technology. (MSE)

The proceedings of this roundtable discuss the current status of Florida women in educational leadership and ways to expand their opportunities for advancement. The report begins with an introduction and opening remarks by Florida's Assistant Commissioner of Education, Laurey T. Stryker and Florida Commissioner of Education, Betty Castor. A keynote address by Floretta Dukes McKenzie outlines characteristics that lead to success. A panel discussion on leadership opportunities in Florida includes remarks by Muriel Kay Heimer, William L. Shade, Joan P. Kowal, Edward T. Foote II, and Jeanne Diesen. At a working lunch, participants gathered in groups to discuss the subject "Rhetoric & Reality: Personal Insights/Policy Implications." The discussion is summarized by group and also by topics: educational life choices, socialization for success, career paths, personal attitudes, and setting policy directives. A discussion of "Moving to the Top" includes remarks by Jeanne O'Laughlin, president of Barry University in Miami Shores, Florida, and Catherine Cornelius, president of South Florida Community College. Reports from small working groups are included, focusing on developing policy perspectives. Appendixes contain a program, information on the speakers, national and state statistical data on women in educational leadership, a list of participants, and conference handouts. (JB)

ED 381 038

WE 028 158

Florida Postsecondary Education Security Information Act. Annual Report of Campus Crime Statistics 1991-93 and Annual Assessment of Physical Plant Safety 1994.

PUB DATE- Mar 95

NOTE- 34p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Campuses; Community Colleges; *Crime; *Educational Facilities; *Higher Education; Homicide; Private Colleges; Rape; *School Security; State Universities; Stealing; Violence
IDENTIFIERS- *Florida

This state-mandated report presents crime statistics at higher education institutions in Florida and an assessment of physical plant security. The crime data list numbers of homicides, forcible sex offenses, robberies, aggravated assaults, burglaries/breaking and entering, larcenies and thefts, and motor vehicle thefts for each state university, community college, and independent college/university for 1991, 1992, and 1993. Totals for all crimes by type of institution are included. The assessment of plant safety lists each institution and notes whether safety reports had been received from each. The summary of findings notes the following: (1) for state universities, homicides, forcible sex offenses, aggravated assaults, and burglary all declined from 1992 to 1993 while robberies, larceny, and motor vehicle theft increased; (2) for community colleges, aggravated assault and burglary decreased while all other categories increased; (3) for independent colleges and universities, there were decreases in robberies and aggravated assaults though sex offenses, burglary, larceny, and motor vehicle theft increased. Appendixes detail the statutory reporting provisions, offer guidelines for completing reports, and define offenses. (JB)

ED 381 039

WE 028 159

there is an opportunity to add additional statements that may have relevance to a particular institution. The instrument is not intended as a way of "measuring" an organization's commitment to multiculturalism. (MDM)

ED 381 056

HE 028 179

Seymour, Daniel

Once upon A Campus: Lessons for Improving Quality and Productivity in Higher Education. American Council on Education/Oryx Press Series on Higher Education.

PUB DATE- 95

NOTE- 184p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- College Administration; College Instruction; Educational Attitudes; *Educational Improvement; Educational Objectives; Educational Practices; *Educational Quality; Feedback; *Higher Education; Institutional Characteristics; Institutional Role; Models; *Productivity

IDENTIFIERS- Process Improvement

This book addresses the issue of improving performance in higher education, not only from the perspectives of professors and administrators, but also from the perspectives of a wide array of stakeholders, including students, industry, parents, and political leaders. It proposes a performance improvement framework that is designed to help an institution and its members think more clearly and uniformly about improving quality and productivity. This framework includes five components: (1) direction setting, whereby institutions and their members set specific educational goals; (2) process design and management, which ensures that the processes of institutions are purposefully designed and willfully managed; (3) feedback, which measures the gap between goals and results and allows for the alteration of processes; (4) enablers, which function as a catalyst to help institutions develop, implement, and improve the learning cycle; and (5) personal involvement, the degree to which individuals exercise control over their own work environments. Within the context of this framework, the book prescribes a series of 14 lessons to help make continuous improvement both an institutional strategy and a personal imperative. (Contains 73 references.) (MDM)

ED 381 057

HE 028 180

Florida Postsecondary Education Security Information Act. Annual Report of Campus Crime Statistics 1990-92 and Annual Assessment of Physical Plant Safety 1993.

PUB DATE- Apr 94

NOTE- 40p.; For the 1991-93 report, see HE 028 158.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *Colleges; Community Colleges; *Crime; *Educational Facilities; Higher Education; Private Colleges; *School Safety; State Legislation; State Universities; *Universities

IDENTIFIERS- *Florida; Florida Postsecondary Educ Secur Info Act

This report contains campus crime statistics for 1990-92 of crimes reported to have occurred on the community colleges, state universities, and independent colleges and universities

DESCRIPTORS- Access to Education; College Presidents; College Role; Community Role; Economic Factors; Educational Needs; *Futures (of Society); *Higher Education; Relevance (Education); Social Change; Social Environment; State Universities

IDENTIFIERS- *Indiana University

In his inaugural address as president of Indiana University, Brand emphasized the importance of higher education for nurturing of future achievement. In opening this subject he recalled the pioneers who founded the university 175 years earlier and their efforts for the future in establishing the institution. Moving on, Brand addressed the current American culture which, he argued, focuses on transient goals in retreat from social obligations to the future. He cited examples from estate planning, changes in philanthropy and volunteerism, and disinvestment in education. He then looked at historical trends in higher education arguing that the attitudes and values that have led many to turn their backs on the needs of future generations are atypical in the nation's and Indiana's history. Addressing the needs of the next generation for higher education, he described the many pressures facing current and future generations such as economic difficulties for families, technological change, and increasing global economics. He stressed the need to awaken students to humanistic and intrinsic values. In a final section on creating the future, Brand pledged to work to make Indiana University "America's New Public University." (JB)

ED 381 078

HE 028 216

Higher Education: Restructuring Student Aid Could Reduce Low-Income Student Dropout Rate. Report to Congressional Requesters.

PUB DATE- Mar 95

NOTE- 52p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Persistence; College Students; *Comparative Analysis; Databases; *Dropout Prevention; *Grants; Higher Education; High Risk Students; *Low Income Groups; Program Effectiveness; School Holding Power; State Colleges; Student Attitudes; *Student Financial Aid; Student Financial Aid Officers; *Student Loan Programs

This study compared the relative effectiveness of grants and loans in helping low-income students stay in college until graduation. The study analyzed two student-level databases. One database contained data on a national sample of high school seniors who began full-time study at four-year colleges and traced them through college. The other database contained data on a group of relatively low-income freshmen from a large public four-year university that "frontloaded" some of its institutional grant dollars as part of a program to improve these student's dropout rates. In addition the study sought the views of financial aid directors and 51 students from 12 colleges and universities. Results found that grant aid lowers the probability that low-income students will drop out, while loans have no statically significant impact on such students' drop-out rates. In addition, for low-income students, grant aid is relatively more effective during the first school year than in subsequent years. Results from a university that frontloaded grants for some students as well as providing them with academic and administrative support reinforced these findings. Appendixes contain detailed information on study methodology. Ten tables and seven figures illustrate the report. (JB)

children and to develop comprehensive approaches in higher education to reverse the declining participation of underrepresented groups. (Contains four end notes, three data resources, and nine references.) (JDB)

ED 381 097

HE 028 235

Ottlinger, Cecilia

College Graduates in the Labor Market: Today and the Future.

PUB DATE- 90

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Numerical/Quantitative Data (110)

DESCRIPTORS- *College Graduates; Economic Factors; Educational Attainment; *Employment Patterns; Employment Projections; Employment Statistics; Higher Education; Income; *Labor Force; *Labor Market; Minority Groups; Tables (Data); *Trend Analysis; Unemployment

This research brief reviews recent and projected trends in the economy and the implications of those trends for the college-educated population in the labor market. Tables provide data on: (1) labor force participation rate by educational attainment and race, for 1978 and 1988; (2) unemployment rate by educational attainment and race, for 1978 and 1988; (3) median income for men and women by age and educational attainment; (4) projected percent change in employment by occupational categories; and (5) percent distribution of the civilian labor force by sex and race for 1976, 1988, and 2000 (projected). Data indicate that the percentage of college graduates in the labor force increased from 1978 to 1988; that college graduates have higher labor force participation rates, have lower unemployment rates, and earn more; and that the hiring of college graduates is expected to increase as an increased percentage of the jobs of the future require a postsecondary education. Policy implications are considered, such as increased demand for postsecondary education as the labor market requires higher levels of education and skills, colleges' need to address higher cognitive learning skills, and the role of higher education in increasing minority access to college. The research brief concludes with 3 data resources, a bibliography of 11 items, and 3 end notes. (JDB)

ED 381 098

HE 028 236

Hess, Jennifer; And Others

A Decade of Change: The Status of U.S. Women Doctorates, 1978-88.

PUB DATE- 90

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Numerical/Quantitative Data (110)

DESCRIPTORS- *Doctoral Degrees; Employed Women; *Employment Patterns; Ethnic Groups; *Females; Graduate Study; Higher Education; Incidence; Tables (Data); *Trend Analysis; Women Faculty

IDENTIFIERS- *Time to Degree

Using data from the National Research Council's "Survey of Earned Doctorates," this research brief examines the status of women doctorates from 1978 to 1988. Text, tables, and figures present data on: (1) number and percent of women doctorates by field; (2) trends according to race, ethnicity, and sex; (3) time to

Seldin, Peter; And Others
Improving College Teaching.

PUB DATE- 95

NOTE- 274p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Administrator Role; Adult Students; College Faculty;
*College Instruction; Community Colleges; Department Heads;
Distance Education; *Educational Quality; Higher Education;
Instructional Development; *Instructional Improvement; Mentors;
Nontraditional Education; Organizational Climate; Peer
Evaluation; Portfolios (Background Materials); *Teacher
Effectiveness; Teacher Evaluation; Teacher Improvement

IDENTIFIERS- Diversity (Student)

This volume contains 20 papers providing practical, ready-to-use, research-based information to foster effective college teaching. Four sections group the papers under the following topics: (1) key influences on teaching quality; (2) programs to improve teaching; (3) strategies for teaching improvement; and (4) approaches to nontraditional teaching. The titles are: "Improving College Teaching" (Peter Seldin); "Using Campus Culture to Foster Improved Teaching" (Robert A. Armour); "Quality Teaching: What Role for Administrators?" (Irene W. D. Hecht); "Faculty Motivation for Teaching" (Ann E. Austin and Roger G. Baldwin); "Creating a Culture of Commitment as a Foundation for Teaching Effectiveness" (Joseph M. Pastore, Jr.); "TA Training: Making a Difference in Undergraduate Education" (Beverly Black); "Fitting Programs to Institutional Cultures: The Founding and Evolution of the University Teaching Center" (Susan A. Ambrose); "Low-Cost or No-Cost Instructional Development Activities" (Ronald D. Simpson and William K. Jackson); "Capitalizing on Diversity in the Classroom" (Judy A. Greene); "Instructional Development in Community Colleges" (Emily C. Wadsworth); "How Mentoring Programs Can Improve Teaching" (Mary Deane Sorcinelli); "Enhancing Teaching Through Peer Classroom Observations" (Barbara J. Mills and Barbara B. Kaplan); "The Department Chair's Role in Improving Teaching" (Walter H. Gmelch); "Using Teaching Portfolio Strategies to Improve Course Instruction" (John Zubizarreta); "Student Portfolios: Their Objectives, Development, and Use" (Linda Annis and Carolee Jones); "Evaluating Your Own Teaching" (L. Dee Fink); "Faculty Collaboration in Teaching" (Roger G. Baldwin and Ann E. Austin); "Distance Education: The Emergence of America's Virtual University" (Raoul A. Arreola); "Teaching Adult Learners" (Kathleen Wagschal and Peter H. Wagschal); "Summary and Recommendations for Improving College Teaching" (Peter Seldin). An index is included. Most papers contain references. (JB)

ED 381 118

HE 028 288

Lutsker, Marilyn

Multiculturalism in the College Curriculum: An Handbook of
Strategies and Resources for Faculty. The Greenwood Educators'
Reference Collection.

PUB DATE- 95

NOTE- 160p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055), Reference Materials - General (130)

construction costs, based on the district's wealth. Senior learning, advanced foreign language programs, and cultural awareness can all benefit from interactive distance learning. Most of the state's public schools are not equipped to accommodate new technologies, many computers are archaic, and the majority of teachers have not been adequately trained in the use of educational technology. Opponents of electronic classrooms cite the lack of a human element and high installation and access costs. Tables and figures provide information on Connecticut cable franchise areas; SNET links to learning; cable classroom equipment costs; two-way interactive classroom set-up; and Connecticut's proposed educational technology infrastructure. (Contains 48 notes, all containing references.) (AEF)

ED 381 135

IR 017 057

Joining Forces: Spreading Successful Strategies. Proceedings of the Invitational Conference on Systemic Reform (Washington, D.C., February 23-25, 1995).

PUB DATE- 95

NOTE- 100p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Change Strategies; *Educational Change; *Educational Improvement; Educational Innovation; Educational Technology; Elementary Secondary Education; Excellence in Education; Exhibits; *Mathematics Education; *Science Education; Tech Prep; Two Year Colleges; Workshops

IDENTIFIERS- *Scaling (Maximum Dissemination)

This briefing book outlines program activities and contains a set of briefing papers which provide a background for the conference. The conference agenda is in the first section, followed by two sections previewing each of the issues and theme conference sessions, including an overview of each topic, specific issues involved, the conference presentation, and presenters. The fourth section outlines the 47 workshops offered at the conference, and section five describes 44 conference exhibits. The final section contains five briefing papers: "What Are the Challenges to 'Scaling Up' Reform?" (Stephen P. Klein; and others); "Workforce Issues in Spreading Excellence in Science and Mathematics" (Ray Marshall); "Tech Prep: A Business Perspective" (Carver C. Gayton); "Full-scale Implementation: The Interactive 'Whole Story'" (Susan B. Millar); and "Simulation and Modeling in Precollege Science Education" (Wallace Fourzeig). (MAS)

ED 381 136

IR 017 058

Professional Development.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 95

NOTE- 37p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Information

Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Academic Achievement; *Elementary Secondary Education; *Inservice Teacher Education; *Instructional Improvement; Learning Processes; *Preservice Teacher Education; *Professional Development; Teacher Attitudes; *Teacher

In educating America's children for a technological world, schools must have the infrastructure in place before technology can be fully integrated into the curriculum. Findings of a national survey of school facilities concerning whether America's schools have appropriate technologies, such as computers, and the facility infrastructure to support these technologies are reported. Ten thousand schools were surveyed, augmented with visits to 10 selected school districts. Remarks address: (1) the need for technology in the nation's schools, and (2) problems schools report having in meeting those needs. It was found that, overall, the nation's schools were not even close to meeting their basic technology needs. Most schools do not fully use modern technology, and not all students have equal access to facilities that can support education into the 21st century, even those attending school in the same district. Appendix I discusses the four basic electronic systems comprising school communications technology: technology infrastructure, data systems, voice systems, and video systems. Appendix II offers relevant survey items with overall percent response. Appendix III provides data on technology elements. (MAS)

ED 381 154

IR 017 080

Disk Operating System--DOS. Teacher Packet. Learning Activity Packets.

PUB DATE- 91

NOTE- 92p.; Cover title: "Introduction to Disk Operating System DOS, Teacher Edition."

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Computer Science Education; *Computer System Design; Instructional Materials; Learning Activities; *Learning Modules; Microcomputers; Postsecondary Education; *Programmed Instructional Materials; Secondary Education; Teaching Guides
IDENTIFIERS- Commands; *Disk Operating Systems

The Learning Activity Packets (LAPs) contained in this manual are designed to assist the beginning user in understanding DOS (Disk Operating System). LAPs will not work with any version below DOS Version 3.0 and do not address the enhanced features of versions 4.0 or higher. These elementary activities cover only the DOS commands necessary to enable the first time user to become comfortable and knowledgeable with the utility system software and the operational command manuals. LAPs are individual packets of instruction which allow a student to learn at his/her own pace. Each LAP outlines objectives and required materials, and provides numerous figures for illustration, test questions, and answers. Activities include: (1) "System Components/Disk Operating System"; (2) "Keyboard/System Boot/Default Drive"; (3) "File Names/Directory Command/Internal and External Files"; (4) "Format Diskette"; (5) "Copy/Compare/Erase Files"; (6) "Disk Organization/Set Up"; (7) "Remove Subdirectories"; (8) "Paths"; and (9) "Batch Files." The manual is preceded by a glossary of microcomputer technology and a list of DOS commands. (MAS)

ED 381 155

IR 017 084

Sinofsky, Esther R.

A Copyright Primer for Educational and Industrial Media

Information Servers; World Wide Web

This manual is designed to assist public libraries in Utah in their use of the Internet. Many of the examples used were created specifically to explain the use of products that the Utah Library Network provides for public libraries in Utah. The introduction provides background history and general information about the Internet and general instruction on the use of the manual. In the main body of the manual, instructions for accessing, directions for use, and examples are given for the following resources and services: OPACS (Online Public Access Catalogs), LIBS (Internet Access Software), CARL (Colorado Alliance of Research Libraries), Library of Congress, and FirstSearch WorldCat; E-mail and Interlibrary Loans; Indexes: FirstSearch, CARL Uncover, Wilsonline, and Vista; Listservs; Gopher Sites; Veronica; WAIS (Wide Area Information Server); Deseret News; Archie; Anonymous FTP (File Transfer Protocol); and WWW (World Wide Web). Reproductions of computer screens within each resource are provided for illustration. Four appendices include a 13-item bibliography, public catalog internet addresses, Archie telnet site addresses, and the Library Bill of Rights.(MAS)

ED 381 174

IR 055 469

Klatt, Edward C.; And Others
Windows to the World: Utah Library Network Internet Training Manual.

PUB DATE- Mar 95

NOTE- 136p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Access to Information; *Computer Networks; Computer Software; Electronic Mail; *Information Networks; *Information Systems; *Librarians; Online Catalogs; Professional Trainings; Telecommunications

IDENTIFIERS- *Internet; Utah

This guide reviews the basic principles of Internet exploration for the novice user, describing various functions and utilizing "onscreen" displays. The introduction explains what the Internet is, and provides historical information. The introduction is followed by a listing of Internet hardware and software (freeware and shareware), both lists including information for PC-compatibles and Macintosh computers. Users are introduced to and instructed in the use of the following Internet systems and services: EWAN telnet; OPACS (Online Public Access Catalogs); CARL (Colorado Alliance of Research Libraries); FirstSearch; UMI (University Microfilm Inc.); Deseret News; Pegasus E-Mail; Listservs; WinVN Newsreader; Viewers; Netscape; Mosaic; Gopher; Archie; and FTP (File Transfer Protocol). Over 100 computer screen reproductions help to illustrate the instruction. Contains 16 references and a form for ordering additional copies of this guide are provided. (MAS)

ED 381 175

IR 055 470

Su, Milla C.
Subject Access for Students and Faculty in a Two-Year College Library Math Collection.

PUB DATE- 94

or day; (2) provide alternative ways of learning according to students' individual learning styles and time schedules; (3) be networked electronically across district boundaries; (4) be primary centers for workforce retraining; (5) enter widespread contract education and cooperative agreements with business and industry; (6) cater to the needs of the part-time student; (7) offer self-paced technology-based instruction; (8) associate with other educational institutions at all levels of instruction to form learning complexes; (9) provide counseling that assumes a greater diagnostic and prescriptive function; (10) assume a greater leadership role within the community; (11) become more entrepreneurial and look to alternative sources of income; (12) allow faculty greater participation in policy making; (13) operate on a year-round, 24-hour schedule; and (14) contract out for many services presently provided by staff. The learning environment of the future will feature student success centers as an alternative to classroom-based learning, affording students enhanced opportunities for self-paced, individualized learning that can be accessed from on- or off-campus. A major feature of the future will be the development of the "Electronic College," that is electronic enhancements to information transfer and the campuswide interconnection of all learning and support services. Finally, new facilities construction of campus will increase the responsiveness of the college to change and underline the need to remain flexible. (KP)

ED 381 192

JC 950 175

Taylor, Lyndon E.; Maas, Michael L.

The Education Mall: "A 21st Century Learning Concept."

PUB DATE- 13 Apr 95

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays; (120); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Community Colleges; *Educational Change; Educational Facilities Planning; Financial Support; Futures (of Society); Models; *Nontraditional Education; *Partnerships in Education; *School Business Relationship; Two Year Colleges

IDENTIFIERS- *Education Malls

Real change in education has been hampered by at least three forces: education's lack of a vision of where society is moving and how education should play a part in this movement; the human makeup of educational institutions; and the need for the development of a new model for financing public postsecondary education. Regardless of these difficulties, a paradigm shift is required in postsecondary education to make the educational process more focused on student needs, more efficient, more convenient. A model needs to be developed that shifts the cost burden of education from taxpayers. The Educational Mall concept represents a 21st Century educational delivery center integrating a broad range of collegiate-level education services with area business and industry and community redevelopment. Included within the mall could be: (1) stores which double as merchandising and marketing laboratories; (2) a small business incubator offering training and counseling; (3) an assessment center; (4) food services which meet the needs of the community and serve as training labs for culinary arts programs; (5) a business skills center; (6) a child care center providing child care, parenting classes, and early childhood education training; (7) a basic skills center; (8) a high

unanimously dislike it. Data collected during the 5 years of program operation indicate the following: (1) overall card usage increased each fall semester from 5,529 (#1 cards) in 1990 to 6,230 in fall 1994; (2) campuswide, about 20% of the students receive #1 cards, with students in academic transfer courses more likely to receive these warnings than occupational students (22% vs 15% in 1994); (3) card usage was highest in Humanities and Social Sciences courses, and lowest in Health Occupations courses; (4) about half of the students who receive #1 cards receive #2 cards; (5) the use of the "blue card system" enhanced student success and reduced the proportion of D and F grades, particularly for students in developmental courses and early morning courses. (Nine data tables and three graphs are included.) (KP)

ED 381 209

JC 950 199

Richards, Thomas F.

Today's Demands for Global Awareness: The Community College Dimension.

PUB DATE- Oct 94

NOTE- 17p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Community Colleges; Cross Cultural Studies; Cultural Exchange; Foreign Countries; Foreign Culture; Foreign Students;

*International Educational Exchange; International Programs;

Latin American Culture; Program Descriptions; *Study Abroad;

*Transfer Programs; Two Year Colleges

IDENTIFIERS- *Ecuador

Our failure to give students an adequate education in national and global concerns creates low political participation and general cynicism. International exchanges in education can illuminate the connections between world events and the day-to-day lives of students and teachers. Brookdale Community College (BCC) in New Jersey sponsors a program in Ecuador's largest city of Guayaquil which allows Ecuadorian natives a quality college-level education in English and Spanish, and gives American students and faculty the opportunity to learn about Ecuadorian culture, history, and business. The Brookdale/Guayaquil (BCC/G) campus has an enrollment of about 250 Ecuadorian students, 50 American students, and 15 faculty members. Enrolled Latin American students can earn up to 45 semester hours and can obtain an associate's degree by completing the last 15 credits at Brookdale's New Jersey campus, the University of South Carolina, Edison State College of New Jersey, or other schools. Fifty Ecuadorians have graduated from colleges in the United States since the program began in 1984. BCC/G also serves as host to the "Partnership for Service Learning," an international program where students live with local families, study local culture, and volunteer in community service and development projects. Brookdale faculty members also offer classes for Ecuadorian elementary and secondary teachers to strengthen curriculum development and teaching skills. (KP)

ED 381 210

JC 950 200

The Effectiveness of California Community Colleges on Selected Performance Measures.

PUB DATE- Apr 95

NOTE- 35p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- Census Figures; *Children; *Child Welfare; Day Care; Employed Parents; Family Characteristics; *Family Environment; Family Size; Income; One Parent Family; Poverty; *Public Policy; Resources; *Social Change; Welfare Recipients

IDENTIFIERS- Historical Background

Drawing on census and survey data from 1940 to 1990, this book offers an overview of the dramatic transformations in American childhood over the past 50 years and presents the case for overhauling national child welfare policies. The first chapter examines the life course of children and provides an introduction to the remainder of the book. Chapter 2 notes the revolutionary decline in the number of siblings in families, the corresponding revolution in potential sibling companionship, and the competition for family resources. Chapter 3 shows the increase in the ratio of children experiencing the potential disadvantage of having only one parent. Chapter 4 discusses the displacement of the farm family by the breadwinner-homemaker and dual-earner families. Chapter 5 analyzes the two revolutions in child care arrangements, first for children over 6 and then for younger children, that have taken place as more young children are cared for outside the home. Data are provided on the increasing number of preschoolers without full time parental care. Chapter 6 shows how the first child-care revolution led to a revolution in parent education, as the children of one era became the parents of the next. Chapter 7 focuses on income trends through the 1900s. Chapter 8 shows that most relatively poor children since 1939 have lived in fully self-supporting, working-poor families and notes the impact of welfare usage. Chapter 9 analyzes the impact of changes in fathers' income and mothers' income. Chapter 10 provides an analysis of the ways in which these and other trends are related to one another by exploring some fundamental causes of changes in fathers' income, the rise of mothers' labor-force participation, and the rise of mother-only families. A concluding chapter provides a detailed summary of the changes in resources available to children and on their life course circumstances, with special emphasis on differences by race and ethnic origin. Contains 195 references. (WP)

ED 381 227

PS 022 779

Zill, Nicholas; Nord, Christine Winquist
Running in Place: How American Families are Faring in a Changing Economy and an Individualistic Society.

PUB DATE- 94

NOTE- 117p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143), Books (010)

DESCRIPTORS- At Risk Persons; Community Support; Divorce; *Economic Factors; *Family (Sociological Unit); *Family Characteristics; Family Programs; Family Structure; One Parent Family; *Parent Child Relationship; Parent School Relationships; *Peer Influence; Poverty; Social Influences; Well Being

IDENTIFIERS- *Family Support

The reasons given for the apparent decline in family well-being include weakened family values, poor parenting, detrimental behavior of parents and young people, and social and economic forces in the larger society that make it difficult for families to perform their functions well. So great is the

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Adolescents; Behavior Problems; *Child Rearing; Child Responsibility; Decision Making; Discipline; Foreign Countries; Interpersonal Communication; Parent Attitudes; *Parent Child Relationship; Parenting Skills; Parent Materials; Parent Responsibility; Parent Role; *Parents

IDENTIFIERS- *Adolescent Attitudes; Disciplinary Styles; Parent Control; Parenting Styles; Parent Strictness

Parents who are having difficulty coping with their child's behavior need to understand the reasons for their child's behavior and to feel confident in their way of handling the situation. This book explains how to make, maintain, repair and strengthen relationships with teenagers. It encourages parents to take control of the parenting situation by taking control of their own actions and reactions. Following an introductory overview of adolescence, the chapters of the book are: (1) "The Purposes behind Misbehavior"; (2) "Changing the Parent-Child Relationship"; (3) "Being Assertive with Teenagers"; (4) "Communicating with Teenagers"; (5) "The Adult Emerging from the Child"; (6) "Helping Teenagers Make Adult Decisions"; (7) "Consequences"; and (8) "Letting Go of Your Teenager." (HTH)

ED 381 246

PS 023 073

Early Childhood Programs: Local Perspectives on Barriers to Providing Head Start Services. Report to the Chairman, Subcommittee on Children, Family, Drugs and Alcoholism, Committee on Labor and Human Resources, U.S. Senate.

PUB DATE- Dec 94

NOTE- 64p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Attitudes; *Administrators; *Educational Attitudes; Educational Facilities; Educational Quality; *Educational Strategies; *Federal Programs; Health Services; Human Services; *Preschool Education; *Program Improvement; Salaries; Teacher Effectiveness

IDENTIFIERS- *Project Head Start

This study was designed to identify barriers that local Head Start staff believe limit their ability to provide quality services, the extent to which staff believe programs experience these barriers, and the techniques or approaches programs have used to overcome these barriers. It also sought to determine how Head Start programs use Quality Improvement Funds (QIFs) to enhance and strengthen service quality. The study surveyed 654 Head Start grantees and delegates, who provided information about their programs for the 1992-93 school year. Over 90 percent of the Head Start directors surveyed reported experiencing at least one of the following barriers: (1) insufficient qualified staff to meet the complex needs of children and families; (2) limited availability of health professionals in the community willing to help Head Start staff in providing services; and (3) difficulties getting suitable facilities at reasonable costs. In addition, survey results showed that the primary use of QIFs was to increase staff salaries and to recruit and retain qualified staff. Five

Berry, Gordon L.; Asamen, Joy Keiko
Children & Television: Images in a Changing Socio-cultural World.
PUB DATE- 93

NOTE- 332p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; Blacks; *Childhood Attitudes; *Children; Cognitive Development; Commercial Television; *Cultural Pluralism; Disabilities; Family Environment; Females; *Mass Media Effects; Mass Media Role; Older Adults; Perceptual Development; Public Television; Racial Bias; Sex Bias; Socialization; Sociocultural Patterns; Television Commercials; *Television Viewing

IDENTIFIERS- African Americans; Attitudes toward Disabled; Latinos; Nickelodeon Network; Program Length Commercials
Television now plays a major role in the socialization of children. Set within a multicultural context, this book identifies the social and cultural impact of television on the psychosocial development of children. The book also analyzes major media organizations and projects policies, practices and research directions for the future. Following an introduction by G. L. Berry on television as a worldwide cultural tapestry, the chapters in the book are: (1) "The Developing Child in a Multimedia Society" (Murray); (2) "Cognitive Developmental Influences on Children's Understanding of Television" (Doubleday and Broege); (3) "From Television Forms to Genre Schemata: Children's Perceptions of Television Reality (Fitch and others); (4) "The Program-Length Commercial: A Study of the Effects of Television/Toy Tie-Ins on Imaginative Play" (Greenfield and others); (5) "Creativity of Children in a Television World (Singer); (6) "Children and Media in Media Education" (Anderson and Ploghoff); (7) "The Medium of Television and the School Curriculum: Turning Research into Classroom Practice" (Berry); (8) "The Medium and the Society: The Role of Television in American Life" (Comstock); (9) "Cultural Diversity on Saturday Morning Television" (Greenberg and Brand); (10) "Rubik's Cube: Developing a Child's Television Worldview" (Palmer and others); (11) "Conceptual Models of an African-American Belief System: A Program of Research" (Allen); (12) Television, the Portrayal of African Americans, and the Development of Children's Attitudes" (Graves); (13) "Developing Television for American Indian and Alaska Native Children in the Late 20th Century" (Geiogamah and Pavel); (14) "They're So Cute When They're Young: The Asian-American Child on Television" (Hamamoto); (15) "The Television Worlds of Latino Children" (Subervi-Velez and Colsant); (16) "Television, the Portrayal of Women, and Children's Attitudes" (Signorielli); (17) "Television, the Portrayal of the Elderly, and Children's Attitudes" (Kovacic); (18) "Changing Channels: The Portrayal of People with Disabilities on Television" (Makas); (19) "Policy and the Future of Children's Television" (Kunkel); (20) "Public Television Programming and the Changing Cultural Landscape" (Berry); (21) "The Challenge to Improve Television for Children: A New Perspective" (Stipp); and (22) "The Nickelodeon Experience" (Laybourne). Each of the chapters includes references. An epilogue, entitled "What Children Learn from Television and How They Learn It (Asamen) concludes the book. (NTH)

Rehabilitation; Resource Centers
IDENTIFIERS- *Emergency Medical Services; National Highway
Traffic Safety Administration; Office of Maternal and Child
Health

This publication provides abstracts of 43 active and 34 completed projects designed to improve pediatric emergency care. The projects were funded by the United States Department of Health and Human Services' Maternal and Child Health Bureau, in collaboration with the United States Department of Transportation's National Highway Traffic Safety Administration. Issues addressed by these projects include the entire continuum of pediatric emergency care, from injury prevention and emergency medical services access through prehospital and emergency department care, intensive care, rehabilitation, and reintegration into the community. The abstracts of active projects are organized into seven categories: planning grants, implementation grants, enhancement grants, resource centers, targeted issues grants, research grants, and continuing education grants. Each abstract for both active and completed projects contains: (1) the name, location, director, and grant number; (2) the problem addressed; (3) goals and objectives; (4) methodology; (5) evaluation; and, in some cases, (6) experience to date. (MDM)

ED 381 286

PS 023 228

Review of the U.S. Department of Agriculture's Proposed Rule, "Nutrition Objectives for School Meals." Hearing before the Subcommittee on Department Operations and Nutrition of the Committee on Agriculture. House of Representatives, One Hundred Third Congress, Second Session.

PUB DATE- 7 Sep 94

NOTE- 301p.; Contains many pages of small print. Serial No. 103-78.

LANGUAGE- English

EDRS Price- MF01/PC13 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Federal Legislation; *Federal Regulation; Government Role; Hearings; *Lunch Programs; *Nutrition; Program Attitudes

IDENTIFIERS- Congress 103rd; Department of Agriculture; Nutritional Trends; Trade Associations

These hearing transcripts provide testimony on a rule proposed by the United States Department of Agriculture (USDA), "Nutrition Objectives for School Meals," that would require meals served under the national school lunch program to be consistent with federal dietary guidelines. The majority of the testimony addressed the content of school meals and efficacy of the proposed rule, either supporting the USDA's guidelines or calling for more local autonomy in planning meals to meet nutrition guidelines. Testimony was heard from: (1) Representatives Charles W. Stenholm, Pat Roberts, Steve Gunderson, and Dan Glickman; (2) Ellen Haas, the Assistant Secretary, Food and Consumer Services, U.S. Department of Agriculture; (3) the Wheat Foods Council; (4) the National Milk Producers Federation; (5) the American Cancer Society; (6) the Society for Nutrition Education; (7) the National Food Processors Association; (8) the President's Council on Physical Fitness and Sports; (9) the Food Research and Action Center; (10) the American School Food Services Association; (11) the National Parent-Teacher Association; (12) Public Voice for Food and Health Policy; (13) the National Cattlemen's Association; (14) the United Fresh Fruit and Vegetable Association; (15) the Canadian Pediatric Society; (16) the American Heart Association; (17) the California Department of Education; (18)

visiting strategies, including information on family dynamics, family guided care, and grief responses; (2) information on parental participation in child assessment and program development; (3) service coordination principles and dimensions, roles of the family and professionals in service coordination, and program implementation; (4) consultative therapy, including defining team building and its processes and identifying stages of team development; (5) an overview of assessment emphasizing screening, diagnostics, and programmatic assessment and intervention methods; (6) instruction in the use of the HAPPY computer software, including its installation and features; and (7) mechanics for creating individualized training tapes. This paper also addresses how adult learning strategies (concrete experiences, reflective observation, abstract conceptualization, and active experimentation) can be incorporated into the training modules. (LP)

EB 381 304

RC 020 025

Devlin, Sandy D.
Drug Use in Rural America: What You Can Do about It.

PUB DATE- Mar 95

NOTE- 7p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; *Decision Making; *Disabilities; *Drinking; *Drug Education; *Drug Use; *High Risk Students; *Interpersonal Competence; *Problem Solving; *Rural Areas; *Rural Education; *Secondary Education; *Self Esteem; *Special Education; *Student Surveys

IDENTIFIERS- *Resilience (Personality); Typology of Adolescent Drug Use

Individuals with disabilities have been identified as one of the nation's largest populations at risk for drug use. Recent studies indicate a higher rate for alcohol and drug use among the disabled population than the general population. In an effort to identify drug use among rural disabled students, data were collected from students ages 12-18 identified as mentally retarded, learning disabled, and behavior disordered in 20 rural settings in 3 southeastern states. Based on results of the Typology of Adolescent Drug Use, each student was classified into one of eight drug use types including polydrug use, stimulant use, periodic drug use, marijuana and alcohol use, heavy alcohol use, experimental use, light alcohol use, and no use. These categories were then collapsed to high, medium, and low drug and alcohol use. Results indicate significant drug use among disabled students in rural settings. Students appear to be at particular risk due to low self-esteem, poor resiliency skills, low academic achievement, and lack of access to drug-prevention programs. One program developed to build resilience among rural disabled students includes components such as developing social competency, developing autonomy, building ability to solve problems and make good decisions, and facilitating awareness of the dangers of using drugs. Contains 15 references and 2 tables of survey data. (LP)

EB 381 305

RC 020 026

This report describes a program developed by West Virginia University to address the increased demand for doctoral level special education personnel in higher education, particularly for colleges and universities in rural areas. Data indicate that the available pool of qualified teacher educators in special education has not been sufficient to meet the needs of existing and new teacher education programs. In an effort to improve its doctoral program, the Department of Special Education at West Virginia University engaged in a 3-year cycle of activities. The doctoral program curriculum was redesigned to reflect the major roles of leadership personnel in each of the following areas: teaching/supervision, scholarship/research, service, professional knowledge, and innovative technologies. Specifically, doctoral students are required to teach several college courses, develop a new course or substantially modify an existing course, supervise student teaching or practicum experiences in their area of expertise, demonstrate basic microcomputer/technology skills, conduct research, supervise beginning students in developing research competency, author or coauthor a grant application/proposal, author or coauthor a manuscript for publication, attend state and national professional meetings, provide inservice instruction for teachers and parents, and serve on professional committees. Since initiation in July 1992, the program has admitted 18 full-time students and 8-10 students on a part-time basis. The three most recent graduates have taken positions in special-education teacher education at other rural universities. Information on admission criteria and required coursework is included. Contains 22 references. (LP)

ED 381 321

RC 020 042

Belcher, Rebecca Newcom

Opinions of Inclusive Education: A Survey of New Mexico Teachers and Administrators.

PUB DATE- Mar 95

NOTE- 10p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Administrator Attitudes; Educational Change; *Educational Practices; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *Regular and Special Education Relationship; Rural Education; *Rural Schools; Surveys; *Teacher Attitudes

IDENTIFIERS- Individuals With Disabilities Education Act; *New Mexico

This paper examines the knowledge and acceptance level of special and general education teachers and administrators regarding inclusive education within the rural and diverse state of New Mexico. While inclusive education of disabled students has gained widespread support, little attention has been paid to program implementation within a rural and poor state such as New Mexico. The evolution of the inclusive education movement began with the passage of the Individuals with Disabilities Education Act (IDEA). Passage of the IDEA led to the Regular Education Initiative movement, whose goal was to merge special and regular education into one system and provide instructional services to disabled children in regular classrooms. An

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

PUB DATE- Nov 93

NOTE- 130p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Cost Effectiveness; *Delivery Systems; *Educational Needs; Elementary Secondary Education; *Expenditures; *Federal Aid; Migrant Children; *Migrant Education; Migrant Programs; State Programs; *Summer Programs

IDENTIFIERS- *Funding Formulas; Migrant Education Program

The basic formula used by the Chapter 1 Migrant Education Program to allocate funds to state agencies includes an adjustment to help defray the cost of summer services for migrant children, which can be particularly expensive. In recent years, policymakers have questioned whether the current funding formula unfairly rewards states with modest programs for large numbers of students, at the expense of states with intensive programs for fewer students. To address such concerns, program and expenditure information related to summer services was collected from 16 local sites in 6 states that have 73 percent of total migrant summer enrollments. This paper: (1) characterizes the needs of migrant children for summer services, compares the needs of migrant and nonmigrant children, compares needs of currently migrant and formerly migrant children, and examines support service needs and unmet needs; (2) describes the summer services provided, including program characteristics, delivery systems, and coordination with regular-term programs and other service providers; and (3) examines expenditures in major cost categories and variations by service delivery model and state. A central finding concerns the much lower costs of home-based services and their use to subsidize more costly campus-based instruction. Recommendations aim to encourage greater service provision to currently migrant children and to discourage the predominant use of home-based services. Appendices cover research questions, selection of local study sites and site descriptions, migrant education program funding history, amount and percent of total expenditures by cost area and site and by funding source and site, and sample per-pupil cost profile. Contains 39 references. (SV)

ED 381 338

RC 020 089

Pavel, B. Michael; And Others

Characteristics of American Indian and Alaska Native Education: Results from the 1990-91 Schools and Staffing Survey.

PUB DATE- Apr 95

NOTE- 289p.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143). Numerical/Quantitative Data (110)

DESCRIPTORS- Administrator Attitudes; *Administrator Characteristics; Administrator Qualifications; *Alaska Natives; *American Indian Education; Elementary Secondary Education; *Institutional Characteristics; Principals; Public Schools; School Personnel; School Surveys; *Student Characteristics; Tables (Data); *Teacher Characteristics; Teacher Qualifications; Teacher Shortage; Tribally Controlled Education

IDENTIFIERS- Bureau of Indian Affairs Schools; *Schools and Staffing Survey (NCES)

This report summarizes findings of the 1990-91 Schools and

Lilburn, Pat; Rawson, Pam
Let's Talk Math: Encouraging Children To Explore Ideas.
PUB DATE- 94
NOTE- 106p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For
Practitioners) - Classroom Use - Teaching Guides (For Teacher)
(052)

DESCRIPTORS- *Arithmetic; *Communication (Thought Transfer);
Elementary Education; *Elementary School Mathematics;
Intermediate Grades; Learning Activities; *Mathematics
Instruction; Worksheets

IDENTIFIERS- *Mathematical Communication; Mathematics Activities
This book presents mathematics activities to help children talk
and write mathematically. Children are encouraged to talk about
and share their ideas, to use everyday language to describe
mathematical situations, and to restate problems in their own
words. There are two sections in this book. Part 1 discusses
the following issues and implications for classroom
organization and planning: meaningful contexts for learning,
understanding, language, planning, time, classroom environment,
the teacher's role, classroom management, grouping, and
evaluation. Part 2 introduces 40 activities and describes
successful teaching approaches for each one. Mathematics
content areas covered are: counting, place value, operations,
fractions and decimals, pattern and order, length, perimeter,
area, volume, mass, money, time, visual representation, chance,
and space. The book also includes reproducible student
worksheets. (MKR)

ED 381 358

SE 056 057

Comprehensive Plan for Environmental Education.

PUB DATE- Jan 92

NOTE- 74p.; Prepared by the Governor's Task Force on
Environmental Education.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Educational Change; *Educational Objectives;
Elementary Secondary Education; *Environmental Education;
*Master Plans; State Legislation; *State Programs; *Statewide
Planning

IDENTIFIERS- *Arizona Environmental Education Act 1990

This report presents five goals and 14 objectives which will
begin the process of accomplishing the legislative intent of
the Arizona Environmental Education Act (HB 2675) of June 6,
1990 to integrate environmental education throughout the
educational system and public education programs in Arizona. To
accomplish the objectives, the report presents 92 recommended
actions to be taken. A Goal Referenced Planning Model was
chosen as the foundation for the comprehensive plan. The report
identifies the primary goals of environmental education in
Arizona which include: (1) each individual should have a basic
understanding of the environmental sciences; (2) each
individual should understand the interrelationships between
human actions and the environment; (3) environmental education
should be integrated into all school curriculums; (4) diverse
environmental education opportunities should be available to
the general public; and (5) environmental education in Arizona
should be a cooperative venture, coordinated at all levels
within the state and with national and international networks.

Diversity," considers the cultural aspects of science education and argues that STS successfully addresses such problems as the understanding of science by the public in western countries, and the challenge of teaching science in non-Western communities. Part IV has two chapters devoted to "Gender Questions and STS" that analyze the reasons women often feel alienated from existing "valid and neutral" science, and considers gender anomalies and enigmas both inside and outside the classroom. The final section, "Research into STS Education," gives emphasis to research into STS education by reviewing and critically discussing the research itself as well as describing innovations where learning, teaching, and researching form a coherent whole. The work of educational leaders presented includes Joan Solomon and Glen Aikenhead (editors), Peter Fensham, David Layton, Hilary Rose, Herb Thier, Bill Williams, and John Ziman. Contains approximately 550 references. (LZ)

ED 381 380

SE 056 169

Gallas, Karen
Talking Their Way into Science: Hearing Children's Questions and Theories, Responding with Curricula.

PUB DATE- 95

NOTE- 117p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- *Curriculum Development; *Discussion (Teaching Technique); Elementary Education; *Elementary School Science; Elementary School Students; Science Curriculum; *Science Instruction; Science Teachers; *Scientific Literacy; Teacher Education

Based on five years of research about "Science Talks," this book provides a window into elementary children's thinking about the world and presents a view of how students build complex theories, identify important questions, and begin to enter the world of science, all within the naturalistic setting of the classroom. It is proposed that classroom science be taught as a particular practice of science in U.S. culture, and presents a description of how a discourse acquisition approach to teaching and learning enables all children and their teachers to engage fully in scientific thought. The content includes the origins of science teaching and "Science Talks"; descriptions of the content, structure, and practice of the child-centered model; and explanations of current understanding of how the teacher's role in this model develops and changes over time including how the model could change science instruction as a whole. Chapter titles include: "What is Science?"; "Anatomy of a Science Talk"; "Theory Building as an Irrational Activity"; "Misconceptions as a Search for Origins"; "Science Talk for Synthesis"; "Building Curriculum from Children's Questions"; and "Teachers as Model, Teacher as Coach." (LZ)

ED 381 381

SE 056 172

Sharp, Laure; And Others
Short-Term Impact Study of the National Science Foundation's Young Scholars Program.

SPONS. AGENCY- National Science Foundation, Arlington, VA.
Directorate for Education and Human Resources.

PUB DATE- Dec 94

NOTE- 61p.

LANGUAGE- English

Contains 49 references. (LZ)

ED 381 402

SE 056 272

Maury, David L.

Study of a Field-Developed Model of Scientific Inquiry.

PUB DATE- Apr 95

NOTE- 24p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Curriculum Development; Elementary Education; Elementary School Teachers; Inquiry; *Instructional Effectiveness; Models; *Outcomes of Education; Science Activities; Science Curriculum; *Science Instruction; Science Teachers; *Scientific Methodology; *Teacher Education; Units of Study

IDENTIFIERS- Teacher Surveys

A simple model of scientific inquiry was developed using non-technical language. One group of elementary school teachers was introduced to the model during a two-week summer institute where the model was used in conjunction with activity-based approaches to teaching. Participants applied the model in planning and facilitating activities for children enrolled in a summer science camp. Another group of teachers was introduced to the model during a series of workshops for teachers and principals. The model was introduced as the central heuristic device for designing and developing science lessons and units of study. A survey was conducted two years after the most recent summer institute. The purpose of the survey was to determine: (1) the extent to which the model was understood; (2) the degree to which it was being used to plan and implement instruction; and (3) the extent to which it facilitates desired effects among students. Survey results provided evidence that: (1) the model is well understood by most teachers and facilitates an understanding of the nature of scientific inquiry; (2) the model facilitates an activity-based, inquiry-oriented approach to science teaching; and (3) teachers report that students react favorably to instruction based on the model. The survey instrument is appended. Contains 16 references. (Author)

ED 381 403

SO 023 077

Makgiansar, M., Ed.; And Others

Education for All.

PUB DATE- 90

NOTE- 288p.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Collected Works - Serials (022)

DESCRIPTORS- *Adult Basic Education; *Developing Nations; Educational Policy; Elementary Education; *Females; Foreign Countries; International Cooperation; Literacy; Nonformal Education; Population Education; Refugees; *Womens Education

IDENTIFIERS- *Asia Pacific Region

This volume concentrates on the idea of education for all with its goal of making the world's population literate by the year 2000. The book features contributory articles by some of the

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *Display Aids; *Exhibits; Fine Arts; Humanities;
Material Culture; Models; *Museums; *Realia; Three Dimensional
Aids; *Visual Aids

This research paper advocates that there is no apparent common language among museum exhibit literature that will facilitate those wishing to develop a display. The development process of a display is the same, regardless of the items on display. To address this problem of a common terminology, the recommendations need to be developed for a model to give structure to understanding of an idea and allow individual to deal with the relationships of concepts in visual terms. The first section of this paper briefly discusses four existing models: (1) Koran Jr., Longino and Shafer; (2) Miles, Alt, Gosling, Lewis, and Tout; (3) Velarde; and (4) Hall. The second section of the paper offers a model that focuses on the exhibit's communication process. This model is based on a holistic approach to the exhibit development process and recognizes the activities of all participants in the process, rather than a select group. The model also employs contributions from psychology, education, and communication in addressing the issues of message transmission. The terminology used in the model is drawn from the literature and is frequently the most common denominator that describes a concept. (EH)

ED 381 422

SO 024 651

Couto, Richard A.

Teaching Democracy through Experiential Education: Bringing the Community into the Classroom.

PUB DATE- Sep 94

NOTE- 30p.; Paper presented at the Annual Meeting of the American Political Science Association (New York, NY, September 1-4, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Information Analyses/State-of-the-art Materials

(070), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Citizen Participation; *Citizenship Education;
Civics; *Community Involvement; Community Programs; Democracy;
*Experiential Learning; Government School Relationship; Higher
Education; Public Affairs Education; *Public Service; *School
Community Relationship; Secondary Education; Social
Responsibility; Social Values

IDENTIFIERS- University of Richmond VA

Experiential education, service learning in particular, offers one pedagogy for teaching democracy. This paper presents a rationale for teaching democracy through service learning and provides general and specific guidelines for accomplishing the goal. Models of service learning are described that teachers can incorporate into classroom assignments and other parts of the curriculum. Action research, one form of service learning, integrates community service and the democratic curriculum particularly well. Action research provides political scientists with inter-disciplinary research methods allied with critical theory. Service learning offers political scientists pedagogies to disseminate to other departments and schools. These methods for civic education express the goals of the traditional liberal arts and promote interdisciplinary study of power and equality. Two service learning programs at the

Van Patten, James J.; Bolding, James T.
Politikverdrossenheit and the Future of Education.

PUB DATE- 94

NOTE- 12p.; Paper presented at the Annual Meeting of the Society
for Philosophy and History of Education (Fayetteville, AR,
September 22-24, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Citizenship Education; Educational Attitudes;
Educational Policy; *Political Attitudes; *Political
Influences; *Political Issues; *Politics; *Public Policy

IDENTIFIERS- *Politikverdrossenheit

In this review of literature, the researchers draw upon the
history of politics and education as they overlap in society.
Politikverdrossenheit is defined as disillusionment with
politics in education and society, a concept researchers feel
is unproductive. The development of the collective social and
educational system is traced through the stages of: (1)
Individuals as Political by Nature; (2) Politics of Social
Justice; (3) Postmodernism: Celebration of Diversity; (4)
Politics of Evaluation; (5) Politics of Reform Reports; and (6)
Individuals as Political Animals. The political bent of
individuals to enhance the quality of communications, self-
esteem and self-worth of others, is advocated in order to build
consensus and create an improved society. (EH)

ED 381 444

SO 024 719

Chamberlain, Elizabeth

Power, Consent, and Adolescent Sexual Harassment.

PUB DATE- 94

NOTE- 22p.; Paper presented at the Meeting of the Northeastern
Educational Research Association (Ellenville, NY, October 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Adolescents; Anger; *Civil Rights; *Educational
Discrimination; Equal Education; Fear; Females; Feminism;
Intermediate Grades; Junior High Schools; Middle Schools; Power
Structure; Public Schools; Sex; *Sex Bias; Sex Stereotypes;
*Sexual Harassment; Social Bias

IDENTIFIERS- Case Law; Consent; Power

This paper reviews the literature and case law related to the
issue of sexual harassment of females and specifically focuses
on the adolescent female in the public middle school setting.
The controversial thesis statement the researcher explored was:
"sexual harassment is a manifestation of the ubiquitous power
imbalance between men and women that is an essential part of
the institution of compulsory heterosexuality. Any and all
attempts, by laws, policies, or educational programs to
eradicate sexual harassment will remain largely necessary but
not sufficient until the root cause, power imbalance, is
recognized." The study: (1) analyzes the relevant notions of
power; (2) describes the relationship between gender and power;
(3) considers the characteristics of the legal view of sexual
harassment, especially within a school setting; and (4)
examines sexual harassment in schools in terms of power. The
power differential seen in schools is a reflection of the
notion of power in existence in the larger society. (EH)

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Active Learning; *Discovery Learning; Interviews;
*Local History; Modern History; *Oral History; Oral Tradition;
*Presidents of the United States; *Primary Sources; Secondary
Education; Social History; Student Projects; United States
History

IDENTIFIERS- *Indiana (Muncie); *Kennedy (John F); Texas (Dallas)
"Muncie Remembers That Day in Dallas" is an oral history project
report of a study conducted by two academic U.S. history
classes of 21 students at Muncie Southside High School
(Indiana) during the 1993-94 school year. The occasion of the
30th anniversary of the assassination of President Kennedy,
along with the movie "JFK," had sparked the interest of
students in the topic. The students designed the interview
instrument, selected persons to be interviewed and then
conducted the interviews. Written transcripts from the tape
recordings were then organized into a readable format. The
memories of 40 participants are recorded in the book, along
with copies of the interview questions, participant letter,
release form, and an interview log sheet. Contains 19
references. (EH)

ED 381 466

SO 024 834

Field, Sherry L.; Hoge, John D.

One Hundred Ways To Implement the New Geography Standards in Your
Classroom.

PUB DATE- Nov 94

NOTE- 18p.; Paper presented at the Annual Meeting of the National
Council for the Social Studies (Phoenix, AZ, November 18-21,
1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150); Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Elementary Education; *Geographic Concepts;
*Geography; *Geography Instruction; *Teaching Methods

IDENTIFIERS- National Geography Standards

The paper reviews the 18 National Geography Standards developed
in 1994. The Standards are grouped under the organizers of: (1)
The World in Spatial Terms; (2) Places and Regions; (3)
Physical Systems; (4) Human Systems; (5) Environment and
Society; and (6) The Uses of Geography. One hundred activities
for the elementary classroom with each activity correlated to
specific standards with appropriate grade level are presented
along with procedures for instruction. (EH)

ED 381 467

SO 024 837

Banaszak, Ronald A.

What Happened to Magruder's American Government? The Evolution of
a Popular Textbook, 1970-1992.

PUB DATE- 93

NOTE- 20p.; Paper presented at the Annual Meeting of the National
Council for the Social Studies (Nashville, TN, November 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150); Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Content Analysis; Course Content; Curriculum
Research; High Schools; Instructional Materials; *Program

Curtain, Helen; Haas, Mari

Integrating Foreign Language and Content Instruction in Grades K-8. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (EO), Washington, DC.

PUB DATE- Apr 95

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Curriculum Design; Elementary Education; Instructional Innovation; *Integrated Curriculum; *Second Language Instruction; *Teaching Methods; *Thematic Approach

IDENTIFIERS- *Content Area Teaching; ERIC Digests

This Digest focuses on the method of teaching foreign languages in Kindergarten through Grade 8 using content-based instruction. In this approach, the foreign language is used as the medium for teaching subject content, such as mathematics or social studies. In content-based instruction, students become proficient in the language because the focus is on the exchange of important messages, and language use is purposeful. The Digest discusses ways of planning for content-based or thematic teaching, where the curriculum is organized around a thematic center. Activities that teach language concepts along with the content are interrelated and are planned to fit within the framework of a lesson or thematic unit. Three examples of planning for thematic or content-based teaching are provided, including a semantic map or web based on the solar system, a chart for planning a unit on Puerto Rico based on Gardner's Multiple Intelligences, and a chart for planning a content-based unit on architecture using the Unit Plan Inventory. Other helpful suggestions for planning lessons that integrate language and content instruction are provided. Contains five references. (JL)

Carstens, W. A. W.

The State of the Art: Text/Discourse Studies in South Africa-- Organization or Disorganization?

PUB DATE- Aug 94

NOTE- 24p.; Paper presented at a Conference on Organization in Discourse (Turku, Finland, August 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Afrikaans; *Discourse Analysis; Foreign Countries; *Language Research; *Linguistic Theory; *Research Needs; Trend Analysis; Uncommonly Taught Languages

IDENTIFIERS- *South Africa

The status of text/discourse research in South Africa is analyzed. The discussion begins with some background information on the nature of discourse research, and proceeds to an overview of the whole field of discourse research in that country and then a look at research on Afrikaans discourse. Both general trends and specific areas of research focus are examined. It is suggested that textual research has been somewhat hit-and-miss, but that a significant area of study has been of the "standards of textuality": i.e., cohesion,

Ostheimer, John
Linking Evaluation and Reward Systems to Improvements in Teaching
and Learning: A Case Study.

PUB DATE- Nov 94

NOTE- 15p.; Paper presented at the Conference of the Center for
Educational Development and Assessment on Current Collegiate
Faculty Evaluation Practices and Procedures (San Juan, PR,
November 8-10, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; College Faculty; *College Instruction;
Educational Quality; *Faculty Development; *Faculty Evaluation;
Higher Education; *Instructional Improvement; Professional
Recognition; Program Development; Program Implementation;
*Rewards; Teacher Improvement; Teacher Participation;
Undergraduate Study

IDENTIFIERS- *East Tennessee State University

In response to re-accreditation recommendations, East Tennessee
State University is devising and implementing a plan to use
faculty evaluations for the improvement of faculty and the
educational program. A task force developing the plan has
outlined three major projects: (1) establish baseline data on
current status of faculty development efforts and resources
particularly as related to quality of teaching and learning, by
finding measures of teaching quality, finding measures of
quality of learning, and assessing current evaluation of
instruction; (2) make indirect improvements in teaching and
learning by ensuring maximum faculty commitment and
participation, by promoting collegial approaches to improving
instruction, assessing current recognition programs, suggesting
opportunities to recognize improvements in instructional
quality, linking successful efforts to improve teaching to the
structure of rewards in professional advancement, linking
success in instruction to financial rewards through merit
raises, and linking individual faculty plans and efforts to
departmental plans; and (3) make direct improvements in
teaching and learning through both short term steps and longer
range plans. (JB)

ED 381 040

HE 028 161

Higher Education: The Lessons of Experience. Development in
Practice Series.

PUB DATE- May 94

NOTE- 117p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Opinions/Personal Viewpoints/Position
Papers/Essays (120)

DESCRIPTORS- Access to Education; *Developing Nations;
*Educational Change; *Educational Development; *Educational
Finance; *Educational Quality; Efficiency; Equal Education;
Finance Reform; Foreign Countries; Government Role; Government
School Relationship; *Higher Education; Institutional Autonomy;
Labor Market; Labor Needs; Private Colleges; Public Colleges;
Public Policy

IDENTIFIERS- Reform Efforts

This report documents the depth of the crisis affecting higher
education systems throughout the developing world and shows how
developing countries can achieve the goals of greater
efficiency, quality, and equity in higher education. A review
of country experiences suggests four key directions for reform.

of Florida, as required by the Florida Postsecondary Education Security Information (FPESI) Act. It also includes an assessment of physical plant safety for 1993 provided by the state universities and independent colleges and universities. The aggregated data for 1991 and 1992 for all categories of institutions show a decrease in robberies and larceny/thefts. Homicides on state universities campuses increased from zero to three, while community colleges and independent colleges and universities reported no homicide offenses. The overall increase in Part 1 Mandatory Offenses as defined by the Florida Department of Law Enforcement Uniform Crime Reporting Program during 1990-92 was 0.4 percent for state universities, 0.1 percent for community colleges, and 2.3 percent for independent colleges and universities. The report of physical plant safety lists assessments and actions taken by Florida institutions to ensure safety. A table indicates whether or not institutions submitted physical plant safety reports. An appendix includes the statutory provisions of the FPESI Act, the guidelines for completing reports, a report form, and definitions of offenses. (MDH)

ED 381 058

WE 028 181

Cornesky, Robert A.; McCool, Samuel A.
Total Quality Improvement Guide for Institutions of Higher Education.

PUB DATE- 94

NOTE- 158p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Case Studies; College Administration; *Colleges; Diagrams; *Educational Improvement; Educational Practices; *Educational Quality; Flow Charts; Formative Evaluation; Higher Education; Improvement Programs; Models; *Total Quality Management; *Universities

IDENTIFIERS- Process Improvement

This book describes the steps and tools of Total Quality Management (TQM) and their use in the academic units of colleges and universities for Total Quality Improvement (TQI), illustrated by a case study from the School of Arts & Sciences at a state university. Section 1 explains how to: (1) identify problems contributing to non-value-added work; (2) construct a team to work on the identified problems; (3) analyze the root causes of the problems; and (4) implement the recommendations of an action team. Section 2 describes tools that are useful for implementing TQI processes in an academic setting, such as affinity diagrams, cause and effect diagrams, control charts, flow charts, force field analysis, histograms, nominal group process, operational definitions, pareto diagrams, relations diagrams, run charts, scatter diagrams, scenario builders, and systematic diagrams. "The Development of a Formula-Driven Budget" by John R. Bolte is appended. (Contains 15 references.) (MDH)

ED 381 059

WE 028 182

High Risks and Emerging Fraud: IRS, Student Loans, and HUD.

Hearing before the Committee on Governmental Affairs, United States Senate, One Hundred Third Congress, Second Session (July 19, 1994).

Morgan, Frank B.; Broyles, Susan G.
Degrees and Other Awards Conferred by Institutions of Higher
Education: 1992-93. E.D. TABS.

PUB DATE- Mar 95

NOTE- 85p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- Associate Degrees; Bachelors Degrees; *Degrees
(Academic); Doctoral Degrees; Ethnicity; Geographic Regions;
Higher Education; Institutional Characteristics; Masters
Degrees; *National Surveys; Professional Education; Race; Sex;
Statistical Data; Student Characteristics; Tables (Data)

IDENTIFIERS- *Integrated Postsecondary Education Data System

This report presents data in 20 tables on degrees conferred during the 1992-93 academic year by the nation's accredited institutions of higher education using data from the Integrated Postsecondary Education Data System (IPEDS). Included are tables that show: numbers of degrees conferred by institutional type (public or private), by level of degree, and by sex for all 50 states and the District of Columbia; numbers of degrees conferred by race/ethnicity; numbers of degrees conferred by level of degree; and numbers of awarded certificates, associate's degrees, bachelor's degrees, master's degrees, doctoral degrees, and first-professional degrees under different configurations of variables. Highlighted findings include: (1) institutions conferred 2.2 million degrees in academic years 1992-93, a 3 percent increase over 1991-92; (2) 24 percent of awarded degrees were associate degrees, 54 percent were bachelor's degrees, 17 percent were master's degrees, 2 percent were doctorates, and 3 percent were first-professional degrees; (3) public institutions awarded almost 69 percent of all degrees; (4) women received the majority of degrees (55 percent) as well as the majority of associate, bachelor's and master's degrees; (5) White, non-Hispanics received 77 percent of the degrees awarded, while minorities received 15 percent; (6) Non-resident aliens, who received 5 percent of all degrees received 12 percent of all master's degrees and 27 percent of all doctoral degrees. (JB)

Financial Statement Audit: U.S. Department of Education, Federal
Direct Student Loan Program for the Year Ended September 30,
1994. Audit Control Number 17-4b320.

PUB DATE- Mar 95

NOTE- 44p.; The reported audit was performed by Urbach Kahn &
Werlin, PC, Certified Public Accountants. Some figures contain
illegible type.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Accounting; Colleges; Compliance (Legal); Federal
Programs; *Financial Audits; Higher Education; *Student Loan
Programs

IDENTIFIERS- Cash Flow; Department of Education; *Direct Student
Lending; Financial Records; Financial Reports

An independent audit was done of the principal financial
statements of the William D. Ford Federal Direct Loan Program
of the Department of Education for the year ending September

degree; (4) postgraduation employment of women doctorates; and (5) employment sector commitments and primary activities of women and men doctorates. The data reveal that the proportion of doctorates awarded to women has increased substantially from 1978 to 1988. More women are earning degrees in technical fields, but degrees awarded in education, social sciences, and humanities account for two-thirds of all degrees awarded to women. The number of minority women earning doctorates has increased dramatically while the number of minority men receiving Ph.D.'s has declined. Women Ph.D.'s are more likely to enter academe after graduation than men are. Policy recommendations are offered for encouraging women to pursue doctorates in traditionally male-dominated fields and for helping academe face increased competition from other sectors for doctorates. Nine end notes, a bibliography of eight items, and a note about the data resource are provided. (JDD)

ED 381 099

WE 028 237

Andersen, Charles J.

Enrollment by Age: Distinguishing the Numbers from the Rates.

PUB DATE- 90

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Numerical/Quantitative Data (110)

DESCRIPTORS- Adult Education; *Adult Students; *Age Differences; College Students; Enrollment; *Enrollment Projections; Enrollment Rate; *Enrollment Trends; Higher Education; Incidence; Nontraditional Students; Tables (Data); *Trend Analysis

Older students (those beyond the age of 24) represented nearly 40 percent of all college and university enrollment in 1988, compared with 33 percent in 1974. Two sets of projections are suggested to show that, by 1995, the share of older students may increase somewhat, but students in the "traditional" age range (less than 25 years old) will still be in the majority. The projections examine changes since 1974 in the number of those over 24 years of age in the population and the number enrolled in higher education, and the rate at which they have enrolled in college. One set of projections is based on the assumption that enrollment rates for the major age-groups would stay constant at 1988 levels, and the other set of projections is based on the assumption that enrollment rates would continue the same trend observed over the last 7 years, with increased participation in some age groups and stagnation or decline in others. In both projections, older students continue to be a major presence in higher education, while traditional age-group students continue to be in the majority. Policy implications are discussed. The research brief provides three end notes and notes about five data resources. (JDD)

ED 381 100

WE 028 238

Hexter, Molly; Lippincott, Joan K.

Campuses and Student Assessment.

PUB DATE- 90

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrator Attitudes; College Administration;

DESCRIPTORS- Classroom Techniques; *College Curriculum; College Faculty; *College Instruction; Educational Resources; Educational Strategies; Higher Education; *Multicultural Education; Online Catalogs; Student Behavior; Student Projects; Teacher Student Relationship

IDENTIFIERS- Library of Congress Subject Headings; Multicultural Materials

This book is a guide to incorporating multiculturalism in college curricula and offers practical pointers and strategies as well as a collection of useful references. Part 1 contains specific, practical ideas designed to be useful to instructors in all disciplines. Chapter 1 examines objectives and priorities, the structuring of syllabi, and the use of appropriate language. Chapter 2 enumerates and discusses specific classroom strategies. Chapter 3 addresses the selection of topics for diversity-related student projects and methods of structuring those projects. Chapter 4 describes several specific formats for reporting student-research, reading, and thinking. Chapter 5 considers possible problems which might arise when introducing this material. Part 2 is devoted to information resources and research strategies that can assist the instructor in broadening the curriculum and in devising student projects. Chapter 6 provides an annotated list of sources, ranging from encyclopedias to archives. Chapter 7 discusses Library of Congress subject headings and efficient use of an online catalog. Appendixes contain sample media analysis worksheets, sample library research worksheets, and a selected list of small publishers and distributors of multicultural books. Author, title, and subject indexes complete the book. (Contains 93 references.) (JB)

ED 381 119

HE 028 289

Klein, Henry

College in Your Future. 140 Questions and Answers about Getting In--Staying In.

PUB DATE- 95

NOTE- 164p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Academic Aspiration; Academic Persistence; College Admission; College Applicants; *College Attendance; College Bound Students; College Choice; College Entrance Examinations; College Housing; College Instruction; *College Preparation; College Students; Dormitories; Education Work Relationship; Group Experience; Higher Education; School Visitation; Social Life; *Student Adjustment; Student College Relationship

This book uses a question and answer format to provide students with practical advice on getting into college and succeeding there. Chapter 1 addresses planning for college and covers test scores, grades, test taking pointers, financial aid, and test preparation centers. Chapter 2 offers suggestions for finding the right kind of college and considers the advantages of various institutional characteristics, college fairs, home study, the marks of a "good" college, college materials, early admissions and the decision process. This chapter contains a college planning timetable. Chapter 3 gives guidance on completing admissions applications and essays. In addition, it also covers financial needs, application fees, explaining low test scores, how essays are evaluated, and recommendation

Competencies

IDENTIFIERS- Department of Education; ERIC; Paradigm Shifts

The "ERIC Review" announces research results, publications, and new programs relevant to each issue's theme topic. This issue focuses on the changing face of K-12 professional development for both preservice and inservice teachers. The opening article by Dennis Sparks, "A Paradigm Shift in Staff Development," describes a paradigm shift that professional development is undergoing based on changing ideas about ways to measure student achievement; a recognition that curriculum, instruction, assessment, and school organization are intertwined; and a new understanding of how people learn through models and experience rather than passive absorption of information. The lead article, "Professional Teacher Development" by Mary Dilworth and David Imig, describes the teaching force today, and changes in teacher education and development programs. Joseph Vaughan of the U.S. Department of Education describes efforts by the Office of Educational Research and Improvement to build and support a professional development agenda based on input from teachers and other stakeholders in "OERI Launches Professional Development Initiatives." "Teacher Collaboration in Urban Secondary Schools," a digest from the ERIC Clearinghouse on Urban Education by Morton Inger, explores how teachers can work together to improve teaching and learning. Additional articles include "Teacher Professionalism: The Movement Has Begun" (Arthur E. Wise); "Assessing Accomplished Teaching" (from AFT's "Questline"); and "Professional Development Schools: Their Role in Teacher Development" (Ismat Abdal-Haq). Reading and resource organization lists on professional development are also provided. (AEF)

ED 381 137

IR 017 059

Jeffrey, Robert C.

Communication Program Review in the State University System of Florida.

PUB DATE- Oct 94

NOTE- 144p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- College Faculty; *College Programs; *Communications;

*Doctoral Programs; Higher Education; Journalism Education;

*Mass Media; Minority Groups; Program Evaluation; State

Universities; Telecommunications

IDENTIFIERS- Florida; *State University System of Florida

All nine state universities in the State University System of Florida (SUS) have communication programs, two of which are designed to teach journalism exclusively, and the others combining mass communication, journalism and communication studies. Because of the student demand for education in one or more of the fields of communication, combined with the inability of the state to fund additional faculty, a total of 13 distinct communication majors in six of the nine universities have instituted limited access criteria for admission into programs. Evaluation of the programs in all nine of the universities led to the following general recommendations in order to better meet the needs of communication education in the state of Florida: (1) limited access status should be retained for the programs in which it is already approved; (2) faculty salaries must become more competitive; (3) lower faculty salaries can be ameliorated somewhat by an active program of faculty development; (4) plans

Producers. Second Edition.
PUB DATE- 94
NOTE- 277p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Art Products; *Copyrights; Disclosure; Drama; *Educational Media; *Fair Use (Copyrights); Federal Regulation; *Legal Responsibility; Music; Printed Materials; *Production Techniques; Scripts
This document examines copyright issues that can be encountered during a production of educational materials. The book is divided into two parts: part 1 discusses sections of the current Copyright Act; part 2 focuses on specific production-related issues. Highlights of part 1 include working definitions; background; what can and cannot be copyrighted; copyright ownership and rights; fair use; performance and display exemptions; duration of copyright; notice, deposit, and registration; and infringements and remedies. The selected production issues presented in part 2 are basic procedures; scripts, titles, characters, names, products, and locations; dramatic works; visuals and talent; music; printed materials; and public domain materials. Eleven appendices provide a directory; an inquiry form on out-of-print copyrighted music; a request for permission to arrange form; fair use guidelines for print materials, music, and off-air taping; sample copyright and title searches; an excerpt of R56a--form PA versus SR; and copyright application forms and office circulars. (Contains 367 references.) (AEF)

ED 381 156

IR 017 085

Garson, G. David
Computer Technology and Social Issues.
PUB DATE- 95
NOTE- 444p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070); Opinions/Personal Viewpoints/Position Papers/Essays (120); Books (010)
DESCRIPTORS- Case Studies; Civil Liberties; *Computers; Computer Security; Democratic Values; *Information Policy; *Information Technology; *Political Issues; Power Structure; Privacy; Research Reports; *Social Problems; Users (Information)
IDENTIFIERS- Computer Crimes
Computing involves social issues and political choices. Issues such as privacy, computer crime, gender inequity, disemployment, and electronic democracy versus "Big Brother" are addressed in the context of efforts to develop a national public policy for information technology. A broad range of research and case studies are examined in an attempt to throw light on issues foremost in the popular mind, but often neglected by the professionals in the field. The theme is that technology affects power--personal, organizational, and societal. Chapters include: "The Potential of Computing to Threaten Democratic Values"; "The Potential of Computers to Democratize American Life"; "Computer Technology and the Right to Privacy"; "Computer Crime, Information Security, and Information Rights"; "Social Impacts of Information Systems"; "Computing and Organizational Change"; "Information Technology

NOTE- 11p.; Paper presented at Annual Meeting of the Pennsylvania Association of Two-Year Colleges (Pittsburgh, PA, April 7, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Libraries; *Comparative Analysis; Facility Inventory; Higher Education; *Library Collection Development; *Library Collections; Library Material Selection; *Mathematics Materials; *Two Year Colleges; Use Studies

IDENTIFIERS- Core Collections; Pennsylvania State University Altoona Campus

This document is an overview of the problems that confront both librarians and library users in accessing materials in two-year library collections. It includes a brief discussion of library collection management concerns and issues, then focuses on the formulation of an evaluation strategy, its methods, findings, and results. The math collection of the Robert E. Eiche Library was evaluated through a physical inventory and a comparison of the results to holdings information in the online catalog, to the book by Lynn A. Steen, "Library Recommendations for Undergraduate Mathematics," and to holdings of other Penn State libraries. A list of books identified as primary sources was compiled to use as a basis for future purchasing. It was discovered that: (1) 23 titles in the stacks which were not originally on the online catalog were added; (2) 10 titles were identified as missing; (3) 11 titles listed in the online catalog did not appear in the shelf list, indicating the need to update the records; (4) 98 titles were withdrawn from the collection; (5) 25% of the core titles listed in Steen's guide are held by the Robert E. Eiche Library; and (6) 100 titles were submitted for possible purchase. It is concluded that access to materials can be enhanced by techniques of collection management: checking the actual use of materials can provide insight into patron use of materials. Collection evaluation helps to ensure that users and librarians are able to identify and use materials in the collection. (MAS)

ED 381 176

IR 055 472

Helal, Ahmed H., Ed.; Weiss, Joachim W., Ed.
Information Superhighway: The Role of Librarians, Information Scientists, and Intermediaries. Proceedings of the International Essen Symposium (17th, Essen, Germany, October 24-27, 1994).

PUB DATE- 95

NOTE- 488p.; Festschrift in honor of Frederick Wilfrid Lancaster.

LANGUAGE- English

EDRS Price- MF02/PC20 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Academic Libraries; *Access to Information; *Computer Networks; Cooperation; Developing Nations; Electronic Publishing; Foreign Countries; Higher Education; *Information Networks; Information Technology; *Librarians; *Library Role; Library Services; Professional Training; Quality Control; Users (Information)

IDENTIFIERS- *Information Superhighway; *Internet; Virtual Libraries

The emphasis of the symposium was the Internet, or information superhighway, and the provision of information services to end users. Many internationally recognized librarians shared their experiences and expressed their ideas on new developments and possibilities related to the information superhighway. The 34

technology learning center; (9) a contract education center; (10) a tutorial center; (11) a fitness center; (12) a women's center providing re-entry, health, and wellness counseling; (13) a conference center; (14) a dental clinic to provide services and training; and (15) an entertainment center. The idea of an education mall is driven by such factors as limited state and national funding for education; a continuing need for better-trained workers; increasing part-time college attendance; students' needs to combine upper- and lower-division classes and occupational and recreational classes at one convenient location; the expense of traditional campuses; the role of assessment in retraining; and the ability of learning resource centers to interact with various databases and interactive cable television for instructional delivery. (KP)

ED 381 193

JC 950 176

Roueche, John E.; And Others

The Company We Keep: Collaboration in the Community College.

PUB DATE- 95

NOTE- 387p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Books (010), Collected Works - General (020)

DESCRIPTORS- *Community Colleges; Community Involvement; Corporate Support; *Partnerships in Education; *School Business Relationship; School Community Programs; *School Community Relationship; Two Year Colleges

In this book, the chief executive officers of 14 community colleges, the director of a state agency, and the director of a national project share their experiences about partnerships, collaborations and alliances. The following chapters are included: (1) "Chapter and Verse: How We Came To Be Where We Are," by Lynn Sullivan Taber; (2) "Community Colleges and Collaboration," by J. Richard Gilliland; (3) "Community Is Our Middle Name," by Robert McCabe; (4) "Community Colleges as a Nexus for Community," by Byron N. McClenney; (5) "Collaboration at Chattanooga State," by James Catanzaro; (6) "Partnerships at Humber College: A Pathway to Institutional Success," by Robert A. Gordon; (7) "Partnerships: The Parlaying Principles," by Carl M. Kuttler, Jr.; (8) "Community College Partnerships: A Door to the Future," by Norm Nielson; (9) "Building the Community College of the Future through Partnerships," by Thomas E. Barton, Jr.; (10) "The Great Balancing Act: Community Needs Versus Resources," by Jerry Sue Thornton; (11) "Academic Rhetoric Versus Business Reality," by Paul C. Gianini, Jr., and Sandra Todd Sarantos; (12) "The Dallas Commitment: Partnerships in the Era of Collaboration," by J. William Wenrich and Martha Hughes; (13) "A State and Local Initiative To Create a Workforce Development Partnership," by Sally J. Andrade and Dale F. Campbell; (14) "Repositioning the College as an Essential Community Partner," by James L. Huddins and Starnell K. Williams; (15) "Information Technology," by David H. Ponitz; (16) "The Role of Community College in Building Communities through Coalitions," by Janet Beauchamp; (17) "A Mission of Leadership," by Charles C. Spence, Carol Spalding Miner, and Tracy A. Pierce; and (18) "Striking a Balance: Creating the Collaborative Mosaic," by John E. Roueche, Lynn Sullivan Taber, and Suanne D. Roueche. Appended are a list of resources and a list of contact persons. (KP)

ED 381 194

JC 950 177

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Academic Persistence; Access to Education; *College Faculty; *College Outcomes Assessment; Community Colleges; *Educational Finance; Outcomes of Education; School Demography; *School Effectiveness; School Holding Power; School Personnel; Self Evaluation (Groups); State Surveys; Two Year Colleges; *Two Year College Students

IDENTIFIERS- *California Community Colleges

This report presents selected performance measures of California's community colleges during the 1993-94 academic year in the areas of student access (measured by student enrollment and participation rates), student success (measured by student goals, persistence, completion rates, and employment information), staff composition (measured by workload and gender and ethnicity of staff), and fiscal condition (measured by fiscal stability, revenue sources, and revenue per full-time equivalency students (FTES)). Highlighted findings include the following: (1) over 124,000 students lost access to community colleges in fall 1993, due in part to a \$50 per unit differential fee for baccalaureate students and also to fee increases in spring 1993 and in fall 1993; (2) despite the decline in access, the overall gender and ethnic balance of enrollments improved; (3) 63% of fall 1993 credit students continued through spring 1994; (4) 86% of the state's community college students completed fall 1993 classes with a grade of C or better; (5) colleges awarded over 55,000 degrees and 22,000 certificates, with proportional representation among women and minorities; (6) hours taught by full-time faculty remained stable at about 60%; (7) gains have been made toward increasing gender and ethnic diversity of faculty, administrators, and classified staff; (8) the number of districts experiencing some risk to fiscal stability increased from 12 to 17; and (9) in 3 years of state fiscal crises, the colleges' real revenues per actual full-time equivalent student dropped and remain flat at approximately the \$3,100 level. (MAB)

ED 381 211

JC 950 201

De Zeeuw, Robert; Klemme, Jerry
A Workplace Skill Building Project.

PUB DATE- 10 Apr 95

NOTE- 30p.; Paper presented at the Annual Conference of NETWORK (Nashville, TN, April 8-12, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Community Colleges; *Industrial Training; *Literacy Education; Partnerships in Education; *School Business Relationship; Two Year Colleges

Early in 1991, a partnership project was initiated between the Business/Industry Training Institute of Northwest Iowa Community College and Coilcraft, Inc. The Iowa Coilcraft plant had undergone rapid changes in recent years from a labor-intensive, custom-built, manual, task-oriented process to a highly automated, training-intensive, machine-oriented process. Instead of training on the floor, employees must now receive several days of classroom-style training before they are even allowed into production. In June 1992, approximately 27% of the Coilcraft workforce tested below 8th grade in reading and 30%

concern that some observers are convinced that the family as we know it is "falling apart." The truth is, though, that most families are trying to do well by their children in a difficult time. This report describes the situation of families in the United States in the 1990s, using statistical data, and explores three challenges that families with children currently face as they attempt to fulfill some of the functions that society expects of them. The three challenges are: (1) making ends meet in a changing economy; (2) combating negative peer influences; and (3) maintaining parental control as children grow older. The first three chapters of the report explore each of these challenges in depth. The fourth chapter discusses states and cities as environments for families with children. The fifth chapter examines what can be done to help families, including the role of government programs and partnerships between schools and families. Several themes recur throughout the book: though family structure may affect the degree of risk, how a family functions is a more important indicator of its health than structure; a single risk factor is not as significant as multiple factors; and to function, families need the support and cooperation of their communities and other institutions. (MTH)

ED 381 228

PS 022 814

Yap, Kim O.; Enoki, Donald Y.
In Search of the Elusive Magic Bullet: Parent Involvement and Student Outcomes.

PUB DATE- Apr 94

NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (75th, New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; Parent Attitudes; *Parent Participation; *Parent School Relationship; Parent Student Relationship; Parent Teacher Cooperation; Program Improvement; Teacher Attitudes

IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Honolulu School District HI; Program Characteristics

A study examined the relationships between parent involvement practices and student outcomes in 10 Chapter 1 project schools in the Honolulu school district. The research on parent involvement was reviewed extensively to identify research questions and develop various instruments. Questionnaire surveys and interviews were conducted with parents, students, and staff to assess participant perceptions. Stratified random sampling was used to obtain representative samples of project schools, parents, and students, and case studies were conducted with a small number of project schools. Results indicated that all stakeholder groups have positive attitudes and beliefs regarding the values and importance of parent involvement in Chapter 1 project planning and implementation. There was, however, a relatively low level of involvement in the instructional process in general and in home-based activity in particular. Few significant relationships appeared to exist between parent involvement activities and children's school performance. Where a link was found, it generally related to home-based reinforcement provided by parents. Consistent with other studies, most of the barriers to parent involvement related to lack of time, cultural differences, language barriers, and inappropriate attitudes (in this case, the

appendices provide information on Head Start funding, survey methodology, a copy of the survey instrument, a list of the sights contacted or visited, and contacts and staff acknowledgements. (Contains 30 references.) (MDM)

ED 381 247

PS 023 074

Early Childhood Programs: Parent Education and Income Best Predict Participation. Report to the Chairman, Subcommittee on Children, Family, Drugs and Alcoholism, Committee on Labor and Human Resources, U.S. Senate.

PUB DATE- Dec 94

NOTE- 36p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *At Risk Persons; Educational Attainment;

*Enrollment; *Family Income; Individual Differences; Low Income Groups; *Parent Background; Predictor Variables; *Preschool Education; Racial Differences; Regional Characteristics; Social Differences; *Socioeconomic Influences

This report examined the participation of at-risk children in preschool programs, after controlling for selected individual, family, and geographic characteristics. A multivariate statistical technique, a logistic regression, was applied to data from the 1990 Decennial Census. This allowed an analysis of the relative effects of each of the following variables on preschool participation: income, education status of most educated parent, race, immigrant status, linguistic-isolation status, employment status of parent, family type, the urbanicity of residence, and state of residence. With Head Start funds reaching less than half of the eligible 3- and 4-year-olds, children living in low-income families were 16 to 20 percent less likely to attend preschool than their middle-income counterparts, even after controlling for ethnicity, family type, immigrant status, parent education, and other family characteristics. By contrast, children in higher-income families were 25 to 50 percent more likely to go to preschool than children from middle-income families. The education level of children's parents has a large influence on participation; the higher the level of education of the parent(s), the more likely that the child would participate in preschool. The report also found that Black and Native American children were more likely than white children to attend preschool, after controlling for individual, family, and geographic characteristics. Three appendices contain the objectives, scope, and methodology of the study, data points for report figures, and General Accounting Office (GAO) contacts and staff acknowledgements. (MDM)

ED 381 248

PS 023 091

Morton-Young, Tommie

After-School and Parent Education Programs for At-Risk Youth and Their Families: A Guide to Organizing and Operating a Community-Based Center for Basic Educational Skills Reinforcement, Homework Assistance, Cultural Enrichment, and a Parent Involvement Focus.

PUB DATE- 95

NOTE- 136p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

Improving Child Care in Rural Areas: Promising Practices and Strategies.

SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS/ACF), Washington, DC. Children's Bureau.

PUB DATE- Dec 94

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Child Caregivers; *Day Care; Early Childhood Education; Family Day Care; Interviews; *Program Improvement; *Rural Areas

IDENTIFIERS- Caregiver Training; *Child Care and Development Block Grants; Kentucky; Montana; North Carolina; Oregon; Program Characteristics

The use of the Child Care Development Block Grant (CCDBG) in combination with other funding has been an important factor in the development of initiatives to expand and improve child care services in rural areas. Based on their personal knowledge, a technical advisory group and experts recommended states with innovative, unique, and successful approaches to rural child care. During the summer of 1993, two-person teams visited Kentucky, Montana, North Carolina, and Oregon to interview child care program staff about innovative practices for providing child care in the rural areas of these states. In each of the four states, the team interviewed the state child care administrator and staff involved with local rural child care initiatives. The teams obtained information on the state child care program's background and evolution as well as specific information for use in other possible state profiles. Six recommendations included: (1) family child care may be the most effective way to increase the supply of rural child care; (2) involving existing community organizations builds trust; (3) supporting resource and referral agencies can help improve rural child care; (4) financial incentives can overcome barriers to training in rural communities; (5) assuring that training for child care is accessible requires creative solutions; and (6) rural child care can both contribute to and benefit from broader economic strategies. (A list of rural child care resources is appended.) (DR)

ED 381 268

PS 023 177

Child Care Management Information Systems: Applying Technology To Improve Child Care.

SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS/ACF), Washington, DC. Children's Bureau.

PUB DATE- Dec 94

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Day Care; Early Childhood Education; Government Role; Long Range Planning; *Management Information Systems; *Planning; *School Administration; *State Regulation; *Systems Approach

IDENTIFIERS- Arizona; Arkansas; *Child Care and Development Block Grants; Maryland; New Jersey; Oregon

During the summer of 1993, site-visit teams visited Arkansas, Arizona, Maryland, New Jersey, and Oregon to interview the Child Care Development Block Grant (CCDBG) lead agency staff about each state's child care management information system

the Produce Marketing Association; and (19) the International Dairy Foods Association. (MDM)

ED 381 287

PS 023 235

Ballard, Mary E.; Wiest, J. Rose
Mortal Kombat: The Effects of Violent Video Technology on Males'
Hostility and Cardiovascular Responding.

PUB DATE- Mar 95

NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Students; Comparative Analysis; Heart Rate; *Hostility; *Males; Play; *Video Games; *Violence

IDENTIFIERS- Billiards; Blood Pressure; *Physiological Response
A study examined differences in cardiovascular (CV) reactions and hostility following non-violent play and violent video game play. Subjects were 30 male college undergraduate students. Only male subjects were used because most video games are male oriented, males frequent videogame arcades more often than females, and the gender gap in video game play widens with age until the undergraduate years. Hostility and CV reactivity were examined after subjects' played either a nonviolent game of billiards or a violent video game. The video game, "Mortal Kombat," was presented in either a less violent (MK1) or a more violent (MK2) version. Results indicated that subjects who played the video game had higher heart rate reactivity than those who played billiards. Subjects who played the MK2 version showed greater systolic blood pressure reactivity than those who played the MK1 version or billiards. Subjects who played MK2 scored higher on the hostility measures than those who played MK1, who in turn scored higher than those who played billiards. The results suggest that the level of video game violence, not just the violence per se, should be of concern to consumers. (HTH)

ED 381 288

PS 023 238

Repetti, Rena L.; Wood, Jenifer
The Effects of Daily Stress at Work on Mother-Child Interaction.

PUB DATE- Mar 95

NOTE- 6p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Employed Parents; Family Work Relationship; Job Satisfaction; Minority Groups; *Mothers; One Parent Family; Parent Attitudes; *Parent Child Relationship; Stress Variables; *Work Environment

A study examined mothers' employment situation as an important aspect of daily life that may influence day-to-day changes in parent-child interactions. Thirty-five mother-child dyads, recruited through four work site-based child care centers, were studied for 5 consecutive days. Target children were preschoolers enrolled full-time in the child care program. The typical mother in this study was an ethnic-minority single parent. At the end of each day at work, before being reunited

Lakes, Marsha K.; And Others
Frontier Justice: Adaptations of Nevada's IDEA Complaint
Investigation Process for Rural/Remote Areas.

PUB DATE- Mar 95

NOTE- 5p.; In: Reaching to the Future: Boldly Facing Challenges
in Rural Communities. Conference Proceedings of the American
Council on Rural Special Education (ACRES) (Las Vegas, Nevada,
March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Civil Rights; Compliance (Legal); Disabilities; *Due
Process; *Educational Policy; Elementary Secondary Education;
Government School Relationship; Public Agencies; *Rural Areas;
Rural Education; *Special Education; *State Regulation

IDENTIFIERS- *Individuals With Disabilities Education Act;
*Nevada; Onsite Evaluations

This paper describes the complaint investigation process for
rural remote areas of Nevada as required by the Individuals
with Disabilities Education Act (IDEA). Complaints are first
filed with the Nevada Department of Education superintendent of
public instruction. Complaints can be initiated by anyone and
must state what regulations the public agency has violated and
provide facts to support this claim. An independent on-site
investigation is conducted by a team leader from the Special
Education Branch who sends notification regarding the alleged
violation to the agency involved, and selects an investigative
team that could include university staff, parent advocates, and
agency personnel. Team members are provided with appropriate
materials to conduct the investigation such as IDEA regulations
and various state codes. The team reviews written records that
apply to the issue, interviews appropriate district staff,
interviews the complainant, and then develops a written
decision that addresses each allegation. If there are areas
where regulations have been violated, an order coming forth
from the report could include the development of policy and
procedures to ensure compliance in the future. When violations
occur, the district must develop a corrective action plan and
indicate timelines for completion. Findings are then discussed
with both the public agency and complainant to provide
clarification and closure. Over the past 4 years, the number of
complaints in Nevada has doubled each year. Specific reasons
for this trend remain undetermined but are most likely
associated with state population growth, active parent
advocacy, and success of the complaint resolution process. (LP)

ED 381 306

RC 020 027

Bull, Kay S.; Rupard, Jane M.
Resourcing Visually Impaired Children and Youth in Rural Settings.
PUB DATE- Mar 95

NOTE- 9p.; In: Reaching to the Future: Boldly Facing Challenges
in Rural Communities. Conference Proceedings of the American
Council on Rural Special Education (ACRES) (Las Vegas, Nevada,
March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)

outgrowth of the REI was the full inclusion movement, which focused on strengthening not only the academic performance of disabled students in regular classroom settings, but also socialization skills, attitudes, and positive peer relations. Thirty-nine of 60 special educators attending a 1993 New Mexico conference returned a survey following a presentation on inclusive education. While the majority of educators were supportive of inclusive education, a small percentage (7-15 percent) were consistently nonsupportive. Specifically, nonsupportive respondents desired the continuation of resource rooms and expressed uneasiness about therapists or consultants jointly teaching with them in general education classrooms. Survey results indicate areas of confusion concerning application of inclusive educational practices. However, at the time, none of the school districts represented at the conference had implemented inclusive education. Survey questions and results are included. (LP)

ED 381 322

RC 020 043

Miller, Kevin J.; Savage, Luise B.
Including General Educators in Inclusion.

PUB DATE- Mar 95

NOTE- 6p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Educational Change; Elementary Secondary Education; Higher Education; *Inclusive Schools; *Inservice Teacher Education; Mainstreaming; Program Evaluation; *Regular and Special Education Relationship; Rural Education; Special Education Teachers; *Teacher Attitudes; *Teacher Interns; Team Teaching

IDENTIFIERS- *Teacher Collaboration; *West Virginia University

A program developed at West Virginia University trains special education teachers to be collaborative consultants to general educators implementing inclusive education. From 1991 to 1994, 30 special education teachers completed requirements in two areas of specialization for teaching students with mild disabilities. In addition, they completed a 10-week internship that included working with general educators in interactive teams to facilitate the inclusion of special needs students in the regular classroom. Over the course of the project, approximately 135 general education teachers and 10 administrators in northern West Virginia were involved in teaming and staff development focusing on the curricular needs and behavior management of mildly disabled students. Participating general educators registered for a three-credit seminar that took place at their home school. The seminars met on a weekly basis and focused on discussion of problem students. In addition, general educators kept a daily log of team activities, cooperative teaching, and collaboration with the special education intern. Pretest/posttest measurements of general educators' attitudes toward inclusive education and teacher collaboration revealed positive changes. Results suggest that when general education teachers are provided training and supportive services from a collaborative consultant, their attitudes, skills, and willingness to participate in collaborative interactions involving inclusion of disabled students can be positively influenced. (LP)

Staffing Survey (SASS) with regard to schools that serve American Indian and Alaska Native students. The Bureau of Indian Affairs (BIA) and federally recognized tribal organizations under BIA grants and contracts operate 149 elementary and secondary schools. In addition, 1,260 public schools are considered to have high Indian student enrollment (over 25 percent). These two types of schools are located mainly in rural areas and small towns. However, of the 445,425 American Indian and Alaska Native students enrolled in grades K-12, 56 percent attend public schools with low Indian enrollment. Chapters contain many data tables and figures and provide information for the three school types on the following: (1) school and student profiles (school size, rurality, region, student sex and race/ethnicity, bilingual education and remedial programs, free or reduced-price lunch, and college preparation); (2) demographic characteristics and qualifications of principals and teachers (percentage that are American Indian/Alaska Native, degrees earned, and administrative or teaching experience), schools with formal evaluation and mentoring programs for teachers, and percentage of full-time noninstructional staff; (3) principal and teacher salaries and benefits; (4) principal ratings of educational objectives, principal and teacher ratings of school problems, teacher and student absenteeism rates, principal beliefs about influence of various stakeholders on school practices, and principal career plans; and (5) teacher supply and demand, certification, and shortages, as well as teacher recruitment strategies. Appendices contain technical notes on the SASS and tables of variance estimates. Contains an index and a list of additional resources on the SASS. (SV)

ED 381 339

RC 020 128

Pulling Together: R&D Resources for Rural Schools.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Reform Assistance and Dissemination.

PUB DATE- 95

NOTE- 336p.; Produced by the National Network of Regional Educational Laboratories.

LANGUAGE- English

EDRS Price- MF01/PC14 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070); Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Curriculum Development; *Demonstration Programs; Distance Education; Educational Finance; *Educational Improvement; *Educational Research; *Educational Strategies; Educational Technology; Elementary Secondary Education; Human Resources; Partnerships in Education; *Research and Development; *Rural Education; Rural Schools; School Administration; School Community Relationship; School Effectiveness

IDENTIFIERS- Goals 2000; National Education Goals 1990; *Regional Educational Laboratories

This document provides a portfolio of resources for educators involved in rural school improvement. The Federal Interagency Committee on Education developed a national research and development (R&D) agenda for rural education that focuses on six themes: rural school effectiveness, curricular provisions, school-community partnerships, human resources, technological resources, and governance and finance. At the same time, the 10 Regional Educational Laboratories were working under the Congressionally mandated Rural, Small Schools Initiative to identify and disseminate promising educational practices for

Appendices include House Bill 2675, Senate Bill 1176, the Arizona Framework for Environmental Literacy established in 1991, the Tbilisi Declaration, and a synopsis of the National Environmental Education Act. (LZ)

ED 381 359

SE 056 058

Science: Ohio's Model Competency-Based Program. Scientific Literacy for the 21st Century.

PUB DATE- Dec 94

NOTE- 151p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Competency Based Education; *Curriculum Development; Educational Objectives; Elementary Secondary Education; Models; Program Development; *School Districts; *Science Curriculum; Science Education; *Science Programs
IDENTIFIERS- *Ohio

Ohio's Model Competency-Based Science Program is designed to provide direction for school districts in developing local competency-based science education programs. This guidebook provides direction for those responsible for developing district science programs. Section 1 is an introduction to competency-based education that covers the spirit and intent of the Model, and components of a local science program. Section 2 concerns the philosophy and goals of the Model. Section 3 focuses on developing a school science program and covers developing a scope and sequence framework, applying topics and units to the framework, developing grade-level instructional objectives, and developing performance objectives. Section 4 examines science instructional and performance objectives in grades pre-K through 12, and contains sample instructional objectives by strand and sample performance objectives. Section 5 looks at assessment and intervention services. The appendices cover learning episodes, science materials and equipment, health and safety issues, science education resources, and sample learning skills indexes. Contains a glossary and a 73-item bibliography. (LZ)

ED 381 360

SE 056 089

Improving Science and Mathematics Education: A Toolkit for Professional Developers: Alternative Assessment.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Reform Assistance and Dissemination.

PUB DATE- Nov 94

NOTE- 574p.; Prepared by the Regional Educational Laboratory Network Program on Science and Mathematics Alternative Assessment.

LANGUAGE- English

EDRS Price- MF02/PC23 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Constructivism (Learning); Educational Change; Elementary Secondary Education; *Learning Activities; *Mathematics Instruction; Science Activities; *Science Instruction; *Student Evaluation

IDENTIFIERS- *Alternative Assessment; Mathematics Activities; *Reform Efforts

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Black Students; *Career Choice; College Students; Higher Education; High Schools; High School Students; Junior High Schools; Junior High School Students; Program Effectiveness; *Program Evaluation; *Science Careers; Science Education; Science Programs; Sex Differences

IDENTIFIERS- *National Science Foundation; *Young Scholars Program

This report summarizes the findings of an exploratory study of the short-term impact of the National Science Foundation's Young Scholars Program (YSP). The program awards grants on a competitive basis to projects located at higher education or advanced research facilities that can provide students with an intellectually stimulating research experience. A series of informal conversations were conducted in 1994 with small numbers of 1991 participants, applicants who did not participate, and a few parents of the 1991 participants. The purpose of the conversations was to explore in depth some of the short-term impacts of the YSP experience and to probe further the impacts suggested by an examination of a database of funded projects and participants, with respect to commitment to careers in science, mathematics, engineering, and technology. Taken together, findings suggest that there is little evidence that participation in the YSP, in and of itself, is a strong determiner of future pursuit of science, engineering, and mathematics careers. Rather, the program may be better seen as a mosaic of experiences that encourage bright, motivated students to pursue advanced degrees and select challenging professional roles. The report presents an introduction to the background; methodology; data analysis; and the results of conversations with participants, nonparticipants, and parents. A technical appendix contains sampling and data collection design, procedure, and outcomes. (L2)

ED 381 382

SE 056 173

Chemistry 300. Administration Manual for Supervising Teachers, Provincial Examination, Answer Key--Multiple-Choice and Written-Answer Questions, and Provincial Summary Report = Chimie 300. Guide d'administration à l'intention des surveillants d'examen, Examen provincial, Cle de correction--Questions choix multiple et Questions réponses ouvertes, et Rapport sommaire provincial.

PUB DATE- 8 Jun 94

NOTE- 186p.

LANGUAGE- English; French

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Test, Questionnaires, Evaluation Instruments

(160), Test, Questionnaires, Evaluation Instruments

(160), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Chemistry; Foreign Countries; High Schools; *Multiple Choice Tests; Science Curriculum; Science Education; *Science Tests; Secondary Education; Test Manuals

IDENTIFIERS- Canada; Manitoba

This collection of manuals contains the Manitoba Provincial Chemistry Examination for students seeking credit in Senior 4 Chemistry (Chemistry 300) and instructions for its use and grading. The examination is based on the Core Topics of the Senior 4 Chemistry course and accounts for 30% of the student's final grade in the course. The examination consists of multiple-choice items and long-answer questions. The administration

most eminent personalities working in this region on various aspects of primary education, adult literacy and post-literacy activities. Highlights have been made of especially difficult to reach target groups, such as refugees, and disadvantaged groups, such as women. In the final chapter, an attempt is made to take stock of what remains to be done if the objective of education for all is to be reached. Chapters in this issue are: (1) introduction; concept of education for all; (2) universal primary education for girls; (3) women's education in Asia and the Pacific; some basic issues; (4) education in difficult contexts; (5) literacy and non-formal basic education in Asia and the Pacific; (6) literacy programmes in India; (7) education for ethnic minorities: the case of the Orang Asli; (8) education of refugees; (9) Kampuchean Refugees achieve universal education despite difficulties; (10) education of refugees in the Philippines; (11) current trends in education of the disabled; (12) patterns of development in early childhood care and education; and (13) unfinished tasks and future agenda. Many chapters contain references. A bibliographical supplement contains 210 references. (DK)

ED 381 404

SO 023 232

Kimball, John C.

U.S.S.R. and Eastern Europe: The Shattered Heartland.

PUB DATE- 91

NOTE- 106p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *Communism; Current Events; Economic Change; Economics; Ethnic Distribution; Ethnic Groups; *European History; Foreign Countries; High Schools; *International Relations; *Nationalism; Political Issues; Political Science; Secondary School Curriculum; Social Change; Social Studies; *World Affairs

IDENTIFIERS- *Europe (East); *USSR

This theme issue presents an overview of the breakup of the USSR and the challenges faced by the emerging states under former Soviet influence. The volume contains: (1) "Preface"; (2) "Soviet Union: Prelude to the Coup"; (3) "Summing Up the Past"; (4) "Eastern Europe Who's Who"; (5) "The Economics of Chaos"; (6) "Role of the United States"; and (7) "Back to the Future." In the chapter "Eastern Europe Who's Who," the countries of Hungary, Poland, Czechoslovakia, Bulgaria, Romania, Albania, Yugoslavia, and six Soviet Republics are profiled. Maps, a glossary of key terms, and classroom discussion questions accompany the text. (EH)

ED 381 405

SO 023 441

Gregory, Anne

Looking at the Need for Courses in Hand Lettering and Calligraphy in Post Secondary Institutions Granting Art Degrees.

SPONS. AGENCY- New Mexico State Univ., Las Cruces.

PUB DATE- 79

NOTE- 10p.; For related document, see SO 024 442.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Art Education; Art History; Artists; College Curriculum; Commercial Art; Elementary Education; Graphic Arts; Handwriting; Higher Education; *Manuscript Writing (Handlettering); Western Civilization; Writing Skills

University of Richmond are described, LINC'S (Learning in Community Settings) and COMPS (Community Problem Solving Seminar). (EH)

ED 381 423

SO 024 652

Titus, Dale N.

Values Education in American Secondary Schools.

PUB DATE- 94

NOTE- 16p.; Paper presented at the Kutztown University Education Conference (Kutztown, PA, September 16, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Citizenship Education; *Codes of Ethics; *Ethics; *Humanistic Education; Individual Development; *Integrity; *Moral Development; *Public Education; Public Schools; Secondary Education; Values; Values Clarification; *Values Education

IDENTIFIERS- First Amendment; Supreme Court; United States Constitution

This paper highlights trends in values education in public secondary schools, crucial issues in both religious and secular values education, and effective strategies for teaching values in formal and invisible curricula. A review of the history of values education in the public schools is accompanied by relevant research pertaining to the "establishment clause" of the First Amendment and Supreme Court cases. The current debate over values education is updated with specific cases in Pennsylvania schools. The strategies for teaching values education include: (1) educating the whole person by focusing on student knowledge, behavior and feeling; (2) choosing content that honors and rewards virtue in exemplars, and encouraging reflection on values content; (3) using quotes, pledges, codes, and guideline; (4) communicating clearly, consistently, sincerely, with high expectation for all students; (5) developing student skills in resisting peer pressure, maintaining self-respect, and resolving conflicts in nonviolent ways; (6) being a good role model through positive personal example; (7) using and requiring respectful language; (8) using the creation of and even-handed enforcement of just classroom rules to teach core values (compassion, courage, courtesy, fairness, honesty, kindness, loyalty, perseverance, respect and responsibility); (9) reinforcing the diligent work and virtuous behavior of students with praise and appreciation; (10) correcting unethical, immoral, and disrespectful behavior, or become an enabler; (11) having students work together cooperatively in heterogeneous groups; (12) involving peers, parents and community; (13) encouraging student involvement in community service; and (14) teaching, not preaching. (EH)

ED 381 424

SO 024 653

Manrique, Cecilia G.

Promoting Student Interactions: Electronic Conferencing.

PUB DATE- 94

NOTE- 24p.; Paper presented at the Annual Conference of the American Political Science Association (New York, NY, September 1-4, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

Ewing, E. Thomas

Soviet Teachers and the Politics of Identity, 1931-1939.

PUB DATE- Apr 94

NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 7, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Historical Materials (060)

DESCRIPTORS- Educational History; Elementary Secondary Education; Foreign Countries; *Historiography; History Instruction; Modern History; *Non Western Civilization; *Politics of Education; *Social History; State Action; State Programs; States Powers; Statewide Planning; *World History

IDENTIFIERS- Stalin (Joseph); *USSR

This historical review describes the expansion of elementary and secondary education in the Soviet Union during the decade of the 1930's under the Stalinist regime. This study explores how teachers participated in shaping the relationship between education and Stalinist political culture by examining how teachers made sense of their position in society and how this understanding shaped their actions and attitudes. By focusing on the identities of Soviet teachers, this study draws on important new approaches to the history of education and the study of Stalinism. To explore the relationship between the lives of teachers and the images constructed in public discourse, particular attention is devoted to Olga Fedorovna Leonova, a Moscow elementary teacher who was a delegate to the 8th All Union Congress of Soviets in 1936. Highlights of the life and career of this teacher and the interweaving of her life with the Stalinist tradition and expectations are described. The history of the decade is recalled with specific incidents from this woman's career, as well as the experiences of other teachers of this time. (EH)

Hootstein, Edward W.

Motivational Strategies and Implicit Theories of Social Studies Teachers.

PUB DATE- Apr 94

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Classroom Techniques; Grade 8; History Instruction; Junior High Schools; *Learning Motivation; Middle Schools; *Motivation Techniques; Secondary School Teachers; *Social Studies; Student Attitudes; *Student Motivation; Teaching Methods

This research reports on a descriptive study conducted by interviewing 18 U.S. history teachers of eighth-graders in seven middle schools in a Pacific Northwest school district. The volunteers were from middle-class suburban schools with an average of 15 years teaching experience. The research questions focused on: (1) What strategies do social studies teachers use to motivate students to learn U.S. history? (2) What reasons do these teachers provide to explain their use of particular motivational strategies? and (3) What implicit theories do the teachers hold about the goals of their instruction? and (4) How

Content; Programmed Instructional Materials; Social Studies;
*Textbook Content; Textbook Research; *Textbooks; *United
States Government (Course)

IDENTIFIERS- Magruder's American Government

This content analysis study explored the impact of recent decades on the appearance, content, content emphasis and textbook features of 1970 edition and the 1992 edition of "Magruder's American Government." This volume has been the leading high school government textbook ever since it was first published in 1917. The study pre-selected six topics to examine for consistency or change of content and content emphasis in the editions. The six topics were civil rights, presidency, federalism, voting, government finance, and international issues. Illustrations, appearance, format, and text also were analyzed. The study found the results of the two research analysts were quite similar. Limitations of the study and overall conclusions are discussed. (EH)

ED 381 468

SO 024 839

Weisler, Otheline Johnson

Inside Social Studies at Castleton High School: Implications for Curriculum Reform.

PUB DATE- 94

NOTE- 36p.; Paper presented at the Annual Meeting of the National Council of Social Studies (Phoenix, AZ, November 17-22, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Curriculum Development; Educational Research; High Schools; Public Schools; *Secondary School Curriculum; *Social Studies; Urban Schools

IDENTIFIERS- New York

This research paper describes a 2-year project, conducted in 1992-1994, at Castleton High School with an enrollment of 1,200 students (grades 9-12) in north central New York State. The school serves a multiethnic, urban population with a wide socioeconomic range. The author worked collaboratively with the principal and four social studies teachers to facilitate the observations of 18 students in several social studies classes at all four grade levels. By classroom observations, hall observations, student interviews, field notes, and papers collected in the classroom, the following questions were addressed: (1) What are the students' perspectives about the materials, information, activities and interactions that are part of their secondary social studies courses?; (2) What types of sociopolitical attitudes have students formed?; (3) How do students use the information provided in the classroom to form, modify, or reinforce their sociopolitical attitudes and behaviors?; and (4) What processes do students employ in changing or verifying their sociopolitical attitudes during their high school years? Answers to these questions may inform the design of citizenship education in secondary schools. Implications that the findings of the study have for curricular reform, findings which support earlier research in the social studies are discussed. Suggestions to help teachers build expertise in the use of a wide range of teaching methods and models are given. (EH)

ED 381 469

SO 024 847

Global Issues in the Elementary Classroom. Revised Edition.

SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.

coherence, intentionality/acceptability of text, the way in which sentence elements are used to carry communicative values, contextual qualities, and relationships between texts. It is further noted that some of that available research has not been intended to focus on discourse, but has done so in the course of studying a specific text. It is concluded that while some Afrikaans discourse research has been undertaken, much more is needed. Contains 191 references. (MSE)

ED 381 020

FL 022 877

Kitao, Kenji

The History of Language Laboratories--Origin and Establishment.

PUB DATE- 95

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060)

DESCRIPTORS- *Educational History; Educational Innovation; Foreign Countries; *Language Laboratories; Second Language Instruction; *Second Language Learning; Tape Recordings; Television

This paper discusses the history of language laboratories. It was Edison's invention of the tin foil phonograph in 1877 that made the first language laboratories possible. It was used for a foreign language class for the first time in 1891. At first, records were mainly used to preserve rare languages, but in the late 1800s and early 1900s, correspondence courses were developed using records. Students listened to records, recorded their own voices speaking the languages, and sent their recordings back to the company for evaluation. The procedures used by these early correspondence schools established methods that were later used in language laboratories. Between 1900 and 1950, equipment became more sophisticated, with the invention and development of tape recorders and television, and schools began establishing language laboratories. Language laboratories were given impetus by funds provided when the National Defense Education Act was passed in 1958. Various language laboratory programs and studies done on their effectiveness are described. Contains 23 references. (Author/JL)

ED 381 021

FL 022 878

Borgeloh, Heidrun

Viewpoint and the Organisation of Informative Discourse: On the Discourse Function of Full Inversion in English.

PUB DATE- 94

NOTE- 13p.; Paper presented at a Conference on Organization in Discourse (Turku, Finland, August 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Discourse Analysis; *English; Foreign Countries; *Language Patterns; Language Research; *Sentence Structure; Structural Analysis (Linguistics); *Syntax

IDENTIFIERS- *Word Order

Locative inversion, one aspect of word order in English discourse in which the positions of verb and noun phrase are inverted (e.g., "In front of the house is a tree"), is examined. It is argued that inversions after deictic adverbs and those after non-deictic, locative constituents are related, both representing devices: (1) expressing point of view in discourse and establishing a particular perspective of the speaker, and

First, reform programs should encourage greater differentiation of institutions, including the development of private institutions. The traditional European research university has proven expensive and inappropriate in developing nations. The development of non-university institutions and the encouragement of private institutions can help meet the growing social demand for higher education and make systems more responsive to changing labor market needs. Second, incentives should be provided to encourage public institutions to diversify sources of funding, including cost-sharing with students and linking government funding closely to performance. Third, the role of government in higher education should be redefined to reduce direct control and instead provide an enabling policy environment for public and private institutions. Fourth, policies should give priority to increased quality of teaching and research, increased equity, and increased responsiveness to labor market needs. Implications for the World Bank are discussed. An appendix outlines findings of the World Bank's Operations Evaluation Department. (Contains 153 references.) (JB)

ED 381 041

HE 028 162

Student Financial Aid. High-Risk Series.

PUB DATE- Feb 95

NOTE- 48p.; For a related document, see HE 028 163.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Federal Legislation; Federal Programs; Finance

Reform; Higher Education; *Loan Default; *Program

Administration; Program Effectiveness; Program Implementation;

Public Policy; *Student Financial Aid; *Student Loan Programs

IDENTIFIERS- Department of Education; *Direct Lending; *Family Education Loan Program

This publication discusses areas of concern in the Department of Education's management and oversight of postsecondary student financial aid programs, especially the Federal Family Education Loan Program (FFELP), the Federal Direct Student Loan Program (FDSLSP), and the Federal Pell Grant Programs. The General Accounting Office determined that, in 1992, the federal government paid out over \$2.6 billion on defaulted student loans. To address underlying problems with federally guaranteed student loans, the Congress and the Department of Education required schools to develop plans to reduce defaults, implemented stronger enforcement tools, simplified borrower deferments, added repayment options, required lenders and guaranty agencies to share more of the risks and financial costs, provided for the 5-year phase-in of the FDSLSP, reorganized the Office of Postsecondary Education, and began development of the National Student Loan Data System. However, assessment of the current situation suggests that these measures may not be adequate. Many of the Department's weak management practices caused by a complicated process, flawed structure, and mismanagement continue. The Department has not developed a strategic business or transition plan for phase-in of FDSLSP, although implementation has begun. In addition, a significant growth in student loan demand from 1993 to 1994 may hamper implementation of the FDSLSP. (Contains 12 references.) (JB)

ED 381 042

HE 028 163

High Risk Federal Program Areas : An Overview. High-Risk Series.

PUB DATE- 95

NOTE- 120p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Federal Programs; Hearings; Higher Education; Program Improvement; *Public Housing; *Risk; Risk Management; *Student Loan Programs; *Taxes

IDENTIFIERS- Congress 103rd; Department of Education; Department of Housing and Urban Development; Family Education Loan Program; *Fraud; General Accounting Office; Internal Revenue Service

These hearing transcripts present testimony on the high risks and emerging fraud in several areas of the federal government, including the Student Loan Program of the Education Department (ED), the Multifamily Housing Program of the Department of Housing and Urban Development (HUD), and Internal Revenue Service (IRS) tax return filing. Testimony was heard from concerned senators and government officials responsible for risk management and fraud in these departments and agencies. Current and possible solutions to risk management and fraud were discussed. Opening and/or prepared statements were given by: Senators John Glenn, Byron L. Dorgan, Jim Sasser, William S. Cohen, and William V. Roth, Jr. Testimony was heard from: (1) the special assistant to the comptroller general and the director of tax systems issues, General Accounting Office (GAO); (2) the commissioner, deputy commissioner, and other officials of the IRS; (3) the deputy secretary, inspector general, and other officials of ED; and (4) the inspector general, assistant inspector general for audit, and other officials of HUD. An appendix contains the prepared statements of several witnesses, along with written questions and answers from officials of GAO, ED, HUD, and the Department of Treasury. (MDM)

ED 381 060

HE 028 183

Bork, Christopher E.

Physical Therapy Program Review, State University System of Florida. Consultant's Report and Recommendations.

PUB DATE- Feb 95

NOTE- 84p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Allied Health Occupations; *Allied Health Occupations Education; *Departments; Higher Education; *Physical Therapy; Program Descriptions; *Program Evaluation; State Norms; *State Universities

IDENTIFIERS- Florida A and M University; Florida International University; *State University System of Florida; University of Central Florida; University of Florida; University of North Florida

This report reviews the degree programs in physical therapy offered by five State University System of Florida (SUS) institutions. The evaluation is based on self-study reports submitted by the universities, site visits, interviews, and school records. The report includes an overview of the physical therapy profession, system-wide analysis and recommendations for the SUS, and individual analyses and recommendations for the five schools that participated in the study (University of Florida, Florida A&M University, University of Central Florida, Florida International University, and the University of North Florida). System-wide recommendations include: (1) a moratorium

30, 1994. In planning and performing the review the auditors considered the internal control structure of the program in order to determine auditing procedures. The report on internal control structure disclosed conditions existing during fiscal year 1994 which were considered reportable. Specifically, the auditors reported controls within the Direct Loan Program's loan origination, servicing, and reporting systems that needed improvements. These were not, however, considered to be material weaknesses. Recommendations for improvements were offered in the following areas: (1) reconciliation and reporting efforts to ensure loan origination data accuracy and prompt recording and receiving at the Department; (2) improved ability to monitor cash management to reduce potential risk of excess cash balances at schools; (3) improved school level controls (inaccurate and incomplete records were found at visits to seven participating schools). In an examination of the program compliance with laws and regulation, the auditors found positive assurance of compliance with laws and regulations for items tested. The program's principal financial statements are included in the Financial Report section. Appended is a management response to the audit recommendations. (JB)

ED 381 081

HE 028 219

Marks, Joseph L.

SREB Fact Book on Higher Education, 1994/1995.

PUB DATE- 95

NOTE- 194p.; For the 1992 edition, see ED 354 795.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reference Materials - General

(130), Numerical/Quantitative Data (110)

DESCRIPTORS- College Administration; *College Students; Comparative Analysis; Degrees (Academic); Demography; *Enrollment Trends; Ethnic Groups; Expenditures; Higher Education; Income; Profiles; Public Colleges; Statistical Data; Student Characteristics; Student Financial Aid; Teacher Salaries; Trend Analysis; Tuition

IDENTIFIERS- Southern Regional Education Board; *United States (South)

This publication provides comparative national and regional data highlighting significant trends affecting colleges and universities in each of the 15 Southern Regional Education Board (SREB) states. Using data from SREB's databases, the book contains detailed national and state profiles on the population, elementary and secondary education, government revenues and expenditures, college enrollments, student characteristics, degrees granted, tuition and fees, student financial aid, faculty and administrator revenues and expenditures, and college and university revenues and expenditures. It also contains data on employment trends, state general fund and other "earmarked" appropriations for education, the educational attainment of the adult population, and the migration of first-time freshmen. The distribution of revenues and expenditures for public four-year colleges and universities and public two-year colleges are shown separately. Highlights of the data note the following: (1) states are investing less of their public budgets in higher education than 10 years earlier, even though nearly one million more students are attending college; (2) students and families are paying more for college; (3) salaries of four-year college and university faculty have lost ground to inflation over the past 20 years; (4) educational attainment in SREB states, though

*College Outcomes Assessment; College Students; Compliance (Legal); *Educational Policy; *Educational Practices; Evaluation Methods; Evaluation Utilization; Higher Education; Student Development; *Student Evaluation

This research brief highlights data from surveys of college administrators on the status of assessment policies and practices. The surveys addressed approaches to assessment, external mandates prompting assessment activity, skills or outcomes that are being assessed, assessment methods and procedures, and use of assessment results. The surveys found that about 80 percent of colleges report that they are conducting some form of student assessment. Fewer than 20 percent of large research universities assess growth in academic skills or personal development. Assessment mostly takes the form of measuring basic college-level skills and higher-order writing skills. For the future, colleges expect to give more attention to critical thinking, problem solving skills, and long-term outcomes. Colleges are using assessment results for curriculum planning and program evaluation more often than for reports to external constituencies. Implications of the survey findings are discussed. A table compares 1988 and 1990 responses to surveys on assessment. Contains 5 reference notes, 3 data resources, and 12 references. (JDB)

ED 381 101

WE 028 239

Andersen, Charles J.

Academics Bargaining Collectively: Some ABCs.

PUB DATE- 91

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Numerical/Quantitative Data (110)

DESCRIPTORS- *Collective Bargaining; *College Faculty; Economic Factors; *Faculty College Relationship; Higher Education; *Incidence; *Negotiation Agreements; Participant Satisfaction; Private Colleges; Public Colleges; Tables (Data); Two Year Colleges

This research brief presents data concerning collective bargaining in higher education, to indicate how much collective bargaining activity is taking place, where it is, and who the principal participants are. Information is presented on how many faculty members are represented by collective bargaining agreements; the primary organizations involved (American Association of University Professors, American Federation of Teachers, and National Education Association); collective bargaining at public institutions compared to independent institutions and four-year compared to two-year institutions; geographic concentration; satisfaction with collective bargaining; and collective bargaining and the economy. Charts and figures show number of bargaining agents and agreements from 1975 to 1989; number of collective bargaining agents by state; number of agreements, by organization and control of institution, and by organization and type of institution; and faculty represented, by bargaining agent and type of institution. Implications of the findings are discussed. Contains four end notes, seven data resources, and six references. (JDB)

ED 381 102

WE 028 240

Oettinger, Cecilia

College Going, Persistence, and Completion Patterns in Higher

letters. Chapter 4 discusses the campus visit and admission interview including what to expect and how to get the most out of the campus visit. Chapter 5 considers how to cope with rejection from a college. Chapter 6 suggests ways to prepare for college life after acceptance including freshman orientation, homesickness, and other aspects of the initial college experience. Chapter 7 tackles actual college learning and instruction including course selection, college study, cheating, supplies, taking notes and other pointers. Chapter 8 explores issues of dormitory life. Chapter 9 examines other concerns to keep in mind as the student plans to complete college and move into the workplace. (Contains 44 references.) (JB)

ED 381 120

HE 028 290

Howe, Fisher

The Board Member's Guide to Fund Raising. What Every Trustee Needs To Know about Raising Money. Jossey-Bass Nonprofit Sector Series.

PUB DATE- 91

NOTE- 140p.; Foreword by David Rockefeller.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Capital; Donors; Elementary Secondary Education; Endowment Funds; Financial Needs; *Fund Raising; Governing Boards; Higher Education; Institutional Advancement; Institutional Mission; Leadership Responsibility; Nonprofit Organizations; Private Financial Support; School Funds; *Trustees

This volume explains the principles of fund raising from the board member perspective, and offers some practical suggestions in the implementation of those principles. Because the board of trustees is the central focus, the presentation starts and ends with board leadership. Chapter 1 describes board responsibilities and chapter 9 describes how the board and its members can be effective in fulfilling this responsibility. Chapters 2 and 8 look at key elements of a successful fund-raising program. Chapter 2 addresses concepts that relate to the board's mission, case and constituency. Chapters 3 and 4 explain differing techniques and procedures in seeking support from each of several sources of support: individuals, government agencies, foundations, businesses, and other nonprofit organizations. Chapter 5 explores ways to raise capital funds and board members' special responsibilities in this area. Chapter 6 reviews how trustees can help in specific support activities as well as their particular task of asking for funds and associated problems. Chapter 7 explores the board's oversight responsibility to assure the effectiveness of the fund-raising organization and procedures. Chapter 8 covers special concerns such as cause-related marketing, ethical matters, and the use of consultants. (Contains 12 references.) (JB)

ED 381 121

HE 028 291

Bergquist, William M.

Quality through Access, Access with Quality. The New Imperative for Higher Education. First Edition. The Jossey-Bass Higher and Adult Education Series.

to develop a journalism major at Florida State University should be abandoned; (5) because of an escalating shortage of PhD graduates in communication nationally, proposals for communication PhD programs should be supported; (6) stronger state-wide programs should be initiated to attract minority faculty members and students; (7) universities should consider improving compensation packages for graduate teaching assistants in communication programs; (8) clearer cooperative guidelines with community college personnel should be developed; (9) greater technical support should be provided for communication faculties and equipment; (10) accreditation should be explored; and (11) professional development activities should be supported, even sometimes to the extent of hiring a development officer for the program. (MAS)

ED 381 138

IR 017 060

Kiplagat, B. A., Ed.; Werner, M. C. M., Ed.
Telecommunications and Development in Africa.

PUB DATE- 94

NOTE- 302p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Collected Works - General (020) Information

Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Computer Mediated Communication; *Economics;
Financial Support; Foreign Countries; Information Technology;
Networks; Private Sector; Regional Cooperation; *Rural Areas;
*Technological Advancement; *Telecommunications; User Needs
(Information)

IDENTIFIERS- *Africa; *Government Regulation; Telecommunications
Foundation of Africa

The Telecommunications Foundation of Africa (TFA) was created in 1992 out of a conviction that insufficient telecommunications in Africa are an impediment to economic growth, and that more resources could be mobilized to strengthen this sector. This volume was made by TFA for readers both inside and outside of Africa and the telecommunications industry, and offers ideas and propositions on financing, regulation, and use of advanced technology and rural telecommunication. Twenty-five chapters, written by different authors, are divided according to themes: "Part I: Economics, Finance and Regulation"; "Part II: Users Needs"; "Part III: Regional Cooperation"; "Part IV: New Technology"; and "Part V: Country Studies." The following proposals are highlighted: (1) Telecommunications companies could be given autonomous powers to raise capital internationally, without seeking prior government approval; (2) private capital can be mobilized after legal reform of the telecommunications sector; (3) telecommunications should be considered as part of development program in other sectors, notably agriculture, education and health, to solve the deadlock in advancing rural telecommunications; and (4) advances in rural and low density telecommunications technology necessitate review of the economics of providing services to remote and disadvantaged areas. An appendix provides the objective, activities, board members, and contact address for the TFA. (MAS)

ED 381 139

IR 017 061

Strudler, Neal B.
The Role of School-Based Technology Coordinators as Change Agents
in Elementary School Programs: A Follow-up Study.

PUB DATE- 94

and Global Competition"; and "Public Policy for Information Technology." There is a 107-page bibliography, and an appendix contains the ACM (Association for Computing Machinery) Code of Ethics and Professional Conduct. (MAS)

ED 381 157

IR 017 086

Khosrowpour, Mehdi; Loch, Karen D.

Global Information Technology Education: Issues and Trends.

Series in Global Information Technology Management.

PUB DATE- 93

NOTE- 517p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Information Analyses/State-of-the-art

Materials (070), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Curriculum Design; *Curriculum Development;
Developing Nations; Doctoral Programs; Educational Strategies;
*Global Education; Higher Education; *Information Science
Education; *Information Technology; International Cooperation;
*Masters Programs

This book provides insight into how countries around the world currently define their information science (IS) and information technology (IT) masters degree curriculum, and how they are responding to the challenge of internationalization. Global IT programs from both developed and developing countries are presented. Faculty and researchers are given access to course content, specific syllabi, and other materials so they can develop programs or individual courses in global IT, or incorporate global IT topics within existing curriculum. This book contains 16 chapters, organized into six sections. The first section introduces the issues related to delivering an internationally-oriented IT/IS curriculum. The second section contains two papers that discuss the significance of globalization to IT curricula. Section III offers a detailed examination of IT programs, the processes, and related issues to internationalizing the curriculum in different developing countries. Section IV presents experiences of several developing countries. Section V concerns useful strategies for teaching globalization. The last section discusses issues related to designing doctoral programs with an international component. A glossary of terms and authors' biographies are provided. (MAS)

ED 381 158

IR 017 087

Khosrowpour, Mehdi; Amoroso, Donald

Managing Microcomputer Technology as an Organizational Resource.

PUB DATE- 91

NOTE- 407p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Collected Works - General (020), Information

Analyses/State-of-the-art Materials (070), Books (010)

DESCRIPTORS- *Administration; Artificial Intelligence; Computer
Science Education; Computer Security; *Information Management;
*Information Technology; *Microcomputers; *Organizations
(Groups); *Resources; Strategic Planning; Users (Information)

With the realization that microcomputers provide an extraordinary value to the organization follows the need to address a variety of issues in order to more effectively manage these resources. Each of the 16 chapters, consisting of papers written by different authors, represents a different perspective existing in organizations with respect to the microcomputer resource.

papers presented at the symposium addressed the following issues: (1) definition, applications, cost, security, privacy, access, delivery, and ease of use; (2) strategies and tactics for accessing information on the superhighway, as well as concern for unauthorized use; (3) tremendous amounts of irrelevant information, and who will regulate the superhighway; (4) librarians and Internet developer cooperation in developing user-oriented services on the Internet; (5) electronic publishing of academic research; (6) provision of access to users in the third world; (7) cyberspace as a process of virtualization, and the resultant virtual electronic library; (8) librarians should not only give access to electronic information, but also adapt their organizations to achieve full functionality of new developments; (9) collaboration among research centers, administrative groups and operational, informational, and resource staff in libraries and information systems is vital; (10) the impact of technology on academic libraries has resulted in increased access to resources in electronic form, calling for additional staff training; (11) the development of electronic resources has been so rapid that many information professionals have been left behind; (12) lack of information quality control, and increased forms of access require librarians to enhance resource selection activities; (13) access to resources no longer needs to be intervened by trained professionals, and the future role of the librarian is uncertain; (14) making electronic resources Internet accessible is a concern; (15) a discussion of projects involving scanning tables of contents of scientific journals to be accessed online; (16) libraries have to adapt their organization and management to achieve full functionality of new developments; and (17) implications and possible impact of distributed client-server computing to potentially facilitate use of the Internet as a global information resource which may be searched in its own right. The symposium agenda, list of participants, and list of participating vendors is also provided. Many papers contain references. (MAS)

ED 381 177

IR 055 473

Bruwelheide, Janis H.

Copyright Issues for the Electronic Age. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement

(ED), Washington, DC.

PUB DATE- Apr 95

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Copyrights; Facsimile Transmissions; Fair Use

(Copyrights); *Federal Legislation; *Intellectual Property;

*Laws; Library Services; Multimedia Materials; Reprography

IDENTIFIERS- Copyright Law 1976; Department of Commerce; ERIC Digests

This digest focuses on a variety of issues confronting copyright law in the digital age. The current copyright law was adopted in 1976, and could not possibly have foreseen so many new technologies. However, it did attempt to cover all bases by using language which was intended to be somewhat elastic. A current report by the U.S. Department of Commerce, the "green report," has set forth some preliminary recommendations for dealing with digital information; the final report, the "white report," may result in proposed legislative changes to the copyright law. Areas in the report of special interest to

Rouche, John E.; And Others
Strangers in Their Own Land: Part-Time Faculty in American
Community Colleges.
PUB DATE- 95
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials
(070), Books (010), Test, Questionnaires, Evaluation Instruments
(160)

DESCRIPTORS- *Community Colleges; *Employment Patterns; Faculty
Development; Faculty Evaluation; Faculty Recruitment; *Part
Time Faculty; *Personnel Policy; School Orientation; Two Year
Colleges

Drawing from a national survey of community colleges, this book documents trends in the employment and integration of part-time faculty in American community colleges. Chapter 1, "Focusing on the Problems: Part-Time Faculty in American Community Colleges," describes the economic, technological, and demographic imperatives generating the increased employment of part-timers. Chapter 2, "Taking a Wide-Angle Picture: Surveying How American Community Colleges Use Part-Time Faculty," describes the methodology and major findings of the survey. Chapter 3, "Taking the Critical First Steps: Recruitment, Selection, and Hiring," reviews survey and literature review findings regarding the identification and employment of part-time faculty. Chapter 4, "Orientation: Welcome to the Community," reviews survey and literature review findings concerning activities that help part-time faculty become familiar with the college and its students. Chapter 5, "Faculty Development and Integration: Doing the Right Things for the Right Reasons," reviews what is known about the goals and objectives of successful faculty development activities. Chapter 6, "Inspecting the Expectations: Conducting Faculty Evaluation," reviews the essential objectives, components, and measures of effectiveness of faculty evaluations plans that promote growth and development for all faculty. Chapter 7, "Creating the Mosaic for a Common Cause: Putting the Pieces Together," briefly reviews the issues developed throughout the book, surrounding the employment and integration of part-time faculty in American community colleges. Contains the survey instrument and a 14-page bibliography. (KP)

ED 381 195

JC 950 178

Griffin, W. A., Jr., Ed.
Small Colleges, Big Missions.
PUB DATE- 95
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120), Collected Works - General (020)
DESCRIPTORS- Community Colleges; Community Services; Educational
Change; Fund Raising; Institutional Research; Literacy
Education; Minority Groups; *Rural Education; School Business
Relationships; *Small Colleges; Student Recruitment; Two Year
Colleges

This monograph by the members of the American Association of Community Colleges Commission on Small and/or Rural Community Colleges shares small and rural community college experiences. In "Leaders through Community Service," Jacqueline D. Taylor provides a model for how small and rural community colleges can

tested below 8th grade in math. As a result, a \$303,000 National Workplace Literacy grant was sought and obtained. The program sought to establish a literacy program for 160 to 300 workers; prepare a minimum of 160 workers to use new technology and operating methods; and encourage 160 workers to continue participating in training needed to be competitive in the labor market. Following a 12-week start-up phase, three successive training blocks of 15 weeks each were offered, providing reading, math, and writing classes during normal work hours for each shift of work. Since the blocks were successive, a worker could finish all subjects as needed. Outcomes of the project include: (1) 419 workers were assessed and given individual development plans; (2) 142 completed literacy training; (3) 119 completed basic team skills training; (4) 18 completed leadership/facilitator skills training; and (5) 14 workers completed 64 general education diploma tests. (KP)

ED 381 212

JC 950 206

Timmerman, Linda; And Others
Transfer Success Work Group Report.

PUB DATE- Apr 95

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Academic Persistence; *Administrator Attitudes;
Articulation (Education); *College Transfer Students; Community
Colleges; Higher Education; Institutional Cooperation; Outcomes
of Education; *Program Effectiveness; Program Improvement;
*State Boards of Education; State Surveys; Statewide Planning;
Student Mobility; *Transfer Policy; Two Year Colleges
IDENTIFIERS- Texas; *Transfer Rates (College); Transfer Tracking
System

The Transfer Success Work Group was established by the Texas Higher Education Coordinating Board (THECB) and the Texas Association of Junior and Community College Instructional Administrators to investigate the effectiveness of the state's public community college transfer function and make recommendations for improving transfer efficiency. The Work Group identified common barriers to transfer from national research and examined transfer outcomes for Texas public community colleges as of 1994. For students who entered in 1990, it was determined that college transfer rates in Texas were comparable to other colleges in nationwide transfer studies, falling between 22% and 32%, depending upon the definition of transfer utilized. It was also found that 85% of students who transferred from Texas colleges enrolled in the receiving institution for a second semester. The Groups also conducted a survey of 73 instructional administrators and student support personnel at 53 institutions in the state, revealing that while an effective system to track transfer students and outcomes was rated as the third most important factor in transfer success, it ranked 27th among factors actually in place. Similar discrepancies were found with respect to feedback from senior institutions (provided at 57% of the colleges) and electronic transfer of transcripts (utilized by only 35% of the respondents). Finally, the Work Group developed 15 recommendations for state community colleges and the THECB related to the need to track and follow-up on student goals, retention, progress, completion, and transfer and to promote increased cooperation between two- and four-year colleges. (Contains 24 references.) (KP)

negative attitudes of teenage students). Results also indicated that a sincere and caring attitude on the part of school staff, personal contacts with parents, and meaningful activities to engage parents tended to increase parent involvement. Several recommendations for Chapter 1 programs were drawn from the results, including: (1) increase home-based parent activities to reinforce student learning; (2) develop programs to raise parents' literacy skills; (3) solicit input from parents in planning parent involvement activities; and (4) involve students in promoting family-school partnerships. (Contains 27 references and 8 tables.) (HTH)

ED 381 229

PS 022 851

Dwyer, Barry

Today's Primary School: A Handbook for Parents.

PUB DATE- Jun 94

NOTE- 40p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Art Education; Classroom Environment; *Educational Attitudes; *Elementary Education; Elementary School Teachers; English Instruction; Environmental Education; Foreign Countries; Mathematics Education; Multilingualism; *Parent Education; *Parent Participation; *Parent School Relationship; *Parent Student Relationship; Physical Education; Science Education; Social Studies; Student Evaluation; Technology; Values Education

IDENTIFIERS- Australia

Presented in the belief that it is time for parents and teachers of primary school children to add a primary perspective to the national conversation about education, this booklet provides an up-to-date introduction to the work of primary schools across Australia. It also offers parents ideas they can use to support their children's learning at home and to participate in the life of their children's school. Starting with a discussion of the nature of schooling, the booklet summarizes parents' expectations, shared beliefs about children, shared beliefs about learning, shared values, aims of the primary school, and the way primary teachers work. The booklet is based upon current changes in primary school curriculum which are meant to reduce state differences. The booklet then presents elements from each key learning area--English, mathematics, science, technology, studies of society and the environment, the arts, health and physical education, and languages other than English (LOTE)--with suggestions for providing support at home. Student assessment is defined, and methods for reporting to parents on child performance are noted. Included is a list of seven essential elements in programs with high parent participation, including two-way communication and administrative support. A general list of ways parents can help in schools is presented. The booklet concludes with points for discussion within school communities. (WP)

ED 321 230

PS 022 887

Giffily, Deborah

What Parents Think about Alternative Assessment and Narrative Reporting: One School's Findings.

PUB DATE- Oct 94

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *After School Programs; *Basic Skills; Cultural Enrichment; Elementary Secondary Education; High Risk Students; *Homework; *Interpersonal Competence; *Parent Education; *Parent Participation; Supplementary Education

Intended for use by community organizers, parent-child advocates, parents, teacher education programs, and field experience classes, this book discusses after-school programs designed to assist students in completing homework, aid youth in acquiring basic educational and social skills, and help their parents become more effective agents in their children's schooling experiences. The book is divided into four parts, and an introduction that discusses changes in American society, the needs of at-risk children, and characteristics of after school programs. Part 1, "Getting Started," discusses organizing an after-school program, advisory councils, goals, cooperative efforts, publicity, fundraising, human resources, staff recruitment and training, and physical and material resources. Part 2, "The After-School Program Plan," describes the blueprint needed by an after-school program; setting up contents of the program to supplement the regular curriculum; ways the program can go beyond school subjects to teach character, values, and morality; and tutors and testing. Part 3, "The Parent Focus," contains information on working with parents, level of parent participation, and information on parent education programs. Part 4 consists of a directory of resources that includes contact information for publishers, producers of learning materials, periodicals and miscellaneous programs, and other resources, including government agencies and professional associations. Contains 26 references. (DR)

ED 381 249

PS 023 096

Jacobs, GERALYN M.; Crowley, Kathy
Weaving an Integrated Curriculum.

PUB DATE- 22 Apr 94

NOTE- 14p.; Paper presented at the Midwest Association for the Education of Young Children Conference (Peoria, IL, April 22, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Art Activities; *Children's Literature; *Class Activities; Cultural Pluralism; *Curriculum Design; Dinosaurs; Early Childhood Education; Habitats; Interdisciplinary Approach; Mathematics Skills; Science Activities; Social Studies; *Thematic Approach; *Units of Study

IDENTIFIERS- Seasons

This paper discusses four thematic units that teachers can use with preschool and primary grades, along with examples of activities that can be integrated into each unit. The units include "Land of Many Colors," based upon a book of the same name that tells the story of gingerbread-shaped characters who learn to accept each other even though they are different colors. The next unit, "Seasons," is developed around a collection of children's literature that focuses on seasonal themes. The third unit, "Habitats," focuses on animal habitats and children's books that explore the issue. "Dinosaurs," the fourth unit, uses books on dinosaurs and various activities to

(MIS). The state information work group and experts recommended states with innovative, unique, and successful approaches to managing various aspects of child care programs. In each state, the site-visit team spent 2 to 3 days interviewing child care administrators, child care resource and referral (CCR&R) staff, programmers, and other MIS users. During these visits, the site-visit team obtained information on the state child care programs' background and evolution. Critical issues and lessons learned for other states include: (1) take time in the planning stages; (2) when implementing and developing a MIS, ensure close communication between policy and systems development staff; (3) involve the user at all points of development; (4) ensure that MIS staff understand existing child care policies and procedures; (5) obtain commitment from high-level program and MIS staff prior to developing the MIS; (6) resolve as many policy differences as possible before developing the automated system; (7) design the system to meet specific needs of the state, clients, and providers; (8) design the system to be flexible; (9) expect delays in the time required to develop an operational system; and (10) plan for comprehensive training. (Two appendices provide an overview of states' MIS design and architecture and a summary of states' organizational structure of child care and MIS.) (DR)

ED 381 269

PS 023 178

Shearer, Christopher A.; Holschneider, Silvia O. M.
Starting Young: School-Based Health Centers at the Elementary Level.

SPONS. AGENCY- National Association of Elementary School Principals, Washington, D.C.; Prudential Foundation, Newark, N.J.

PUB DATE- 95

NOTE- 40p.; Funding also provided by the Honeywell Foundation.
LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *Child Health; Elementary Education; *Elementary Schools; Federal Aid; Federal Legislation; *Health Promotion; Integrated Services; Program Descriptions; *School Health Services; State Aid; State Legislation

IDENTIFIERS- National Health Education Consortium; Program Characteristics; *School Based Health Clinics; School Based Services

Noting that most school-based health care is provided at the secondary level, this report provides background and a rationale for implementing such services at the elementary school level. The first section of the report addresses several questions about school-linked health services, including: what are school-based health centers, why should they be placed in elementary schools, how are they funded, and how do they meet children's health and educational needs? This section also examines how state and federal governments have supported school-based health centers. A case study of a medical center that conducts a school-based health program, and comments on the need for a national focus on elementary school health are also included in this section. The second part of the report is a series of appendices describing model programs and legislation at the local, state, and federal levels. Appropriate contacts for further information are also listed. Included is an overview of the National Health and Education Consortium and a list of its members. (BAC)

with their children, mothers completed subjective measures of two daily job stressors: workload and negative interactions with co-workers and supervisors. At the end of the day they completed two scales describing interactions with the target child that took place after work: aversive interaction and maternal withdrawal. In addition, the 13 dyads at one of the sites were videotaped during 10-minute free-play periods at the parent child reunion each evening. Multiple regression analyses found support of two hypotheses: (1) that daily increases in perceived workload were associated with a same-day behavioral and emotional withdrawal during mother-child interactions; and (2) distressing social interactions with co-workers and supervisors were associated with a same-day behavioral withdrawal during mother-child interactions. A third hypothesis--that distressing social interaction at work would be associated with increases in either mothers' reports of aversiveness of mother-child interactions or with observers' reports of maternal impatience--was not supported. (HTH)

ED 381 289

PS 023 239

McGrath, Emily P.; Repetti, Rena L.
Parents' Attitudes toward Their Children's Academic Performance
and Children's Perceptions of Their Academic Competence.

PUB DATE- Mar 95

NOTE- 4p.; Paper presented at the Biennial Meeting of the Society
for Research in Child Development (61st, Indianapolis, IN,
March 30-April 2, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Educational Attitudes;
Elementary Secondary Education; Family Influence; Grades
(Scholastic); *Parent Attitudes; Parent Student Relationship;
*Self Evaluation (Individuals); *Student Attitudes
IDENTIFIERS- Parent Expectations

A study examined parents' satisfaction with their children's school performance and parents' value for their children's academic success as variables that may influence children's perceptions of academic success or failure. Parents' values (parents n=240) were assessed with a ten-item paired-comparison scale made up of five value items. Children's perceptions of their academic competence (children n=179) were measured with the seven-item Perceived Competence Scale, with the children's report card grades serving as indicators of actual academic performance. Results of analysis indicated that parents' satisfaction with their children's school performance was associated with children's perceptions of academic competence, independent of children's actual school performance. Parents who valued academic success had children who perceived themselves to be academically competent. However, this general positive association masked important differences between highly competent children and children who were doing poorly in school. Among children who were doing well in school, having parents who placed more importance on academic success was associated with somewhat lower perceptions of academic competence. Among the bottom third of the class, however, having parents who placed more importance on academic success was associated with somewhat higher perceptions of academic competence. In general, the data suggest that parents' attitudes toward their children's academic performance may directly, or indirectly, shape children's perceptions of their academic competence. (HTH)

DESCRIPTORS- Blindness; *Community Based Instruction (Disabilities); Community Resources; Daily Living Skills; *Educational Resources; Elementary Secondary Education; Job Skills; Organizations (Groups); *Rural Education; School Community Relationship; Shared Resources and Services; *Special Education; *Transitional Programs; *Visual Impairments; Volunteers

This report discusses the community-based resources that may be available to regular and special education teachers serving visually impaired students in rural areas. It notes the national shortage of teachers qualified to teach children with visual impairments and suggests that rural teachers will have to devote some effort to seeking out appropriate educational resources. Communicating with the community can uncover resources useful in transitional training that involves daily living skills, job training, or job placement. Procedures for the productive use of volunteers and volunteer organizations are considered, and local cooperatives are recommended as potential sources for employment experience. The report concludes that ready-made resources for visually impaired students are unlikely to exist in rural areas and that regular and special education teachers will need to create them. A table identifies local/community and regional/county organizations and personnel that currently exist in some settings or that might be created to provide services in the areas of employment, family support and advocacy, recreation, social and interpersonal development, and medical or financial needs. A second table lists addresses and phone numbers for national organizations that focus on the education of visually impaired and blind students. (RAH)

ED 381 307

RC 020 028

Whitaker, Angela McPeake; Votel, Christine Brown
Managing Troubling Behaviors: A Systems Approach.

PUB DATE- Mar 95

NOTE- 8p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Behavior Disorders; Elementary Education; Elementary School Students; *Individualized Education Programs; Interpersonal Competence; Intervention; *Mainstreaming; *Mentors; Pilot Projects; *Problem Children; Regular and Special Education Relationship; Rural Schools

IDENTIFIERS- Berchester County Board of Education MD; Social Skills Training

The Mentor Supported School Success Program was developed by the rural school district of Berchester County, Maryland, as an effort to include students displaying troubling behaviors in regular classroom settings. The program offers supplementary support to current school programming through the use of mentors. In the first year of the program, members of the school-based multidisciplinary team identified students exhibiting troublesome behaviors, with priority given to elementary-aged students previously recommended for expulsion. All students are eligible for participation. Paraprofessionals and substitute teachers who had demonstrated both empathy for students and consistent effective behavioral management strategies were selected as mentors. Mentors assist with

Berkeley, Terry R.; And Others
Leadership Training for Special Educators.
PUB DATE- Mar 95

NOTE- 9p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials
(070), Reports - Descriptive (Program/Project Descriptions)
(141), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Administrators; Change Strategies; *Educational Change; Elementary Secondary Education; Higher Education; Inservice Education; *Institutes (Training Programs); *Leadership Training; *Management Development; *Organizational Development; Rural Education; Special Education; Summer Programs
IDENTIFIERS- *Educational Leadership; New Hampshire; Plymouth State College NH; *Vision Statements

This paper describes a leadership model based on assumptions about connections between human development and organizational development, and the application of the model in leadership training for New Hampshire special education directors. The model assumes that four critical factors of human development outlined by Piaget and Meisels can be applied to organizational development: maturation, interaction in the social world, action in the physical world, and equilibration (balance between values and practical objectives). The model draws on Bronfenbrenner's notion of the ecological environment of development as a set of nested structures or patterns of interaction. At the 1994 New Hampshire Summer Leadership Academy in Special Education, held at Plymouth State College, special education directors were introduced to the model during training on the implementation of a vision in a school district. Educators engaged in discussions and activities to build five cohesive teams, which then worked on different aspects of developing and implementing school vision statements. These aspects included gathering information about the vision, garnering and maintaining support for the vision statement, preparing shareholders for implementation of the vision statement, implementation, and evaluation and ongoing planning. Use of the developmental leadership model during this process helped to create an atmosphere in which administrators were empowered, gained greater understanding of the big picture, applied knowledge to practical problems, and developed collegial relationships with other administrators. (SV)

Chancey, Christine W.

Alternative Delivery Techniques for Training and Information Dissemination for Small and Rural Districts.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Public Schools.

PUB DATE- Mar 95

NOTE- 10p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

rural and small schools. This document continues the work that the Regional Educational Laboratories began under that initiative. The first part summarizes the changes taking place in rural America, what they might mean for rural education, the R&D role of the Regional Educational Laboratories, and relationships between the rural education R&D agenda and the National Education Goals. This section also includes a profile of each Regional Educational Laboratory's work in rural education. The second section describes over 250 R&D resources available from the Regional Educational Laboratories and specifically designed for or tested in rural settings. These resources include publications, such as written reports, guides, and directories; audiotapes; training programs; model programs; and services. The resources are arranged according to the six themes of the national R&D agenda and their sub-topics; each entry contains contact information. A final section lists resources by Laboratory. (SV)

ED 381 340

SE 053 571

Cheek, Dennis W., Ed.; And Others
Science Curriculum Resource Handbook: A Practical Guide for K-12
Science Curriculum.

PUB DATE- 92

NOTE- 384p.; Kraus International Publications, Millwood, New York.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For
Practitioners) - Classroom Use - Teaching Guides (For Teacher)
(052)

DESCRIPTORS- Childrens Literature; Curriculum Design; Curriculum
Development; Educational Assessment; *Educational Resources;
Elementary Secondary Education; Instructional Materials;
*Science Curriculum; Science Education; *Science Materials;
State Curriculum Guides; Textbooks

This handbook is one of a series of practical references for curriculum developers, education faculty, veteran teachers, and student teachers. The handbook is designed to provide basic information on the background of the science curriculum, and current information on publications, standards, and special materials for K-12 science. Part 1 contains six chapters on curriculum development: (1) "Trends and Issues in Science Curriculum" (Alan J. McCormack); (2) "Curriculum Guides: Process and Design" (Jurg Jenzer); (3) "Funding Curriculum Projects"; (4) "Topics in the Science Curriculum, Grades K-12" (Gary Nakagiri); (5) "State-Level Curriculum Guidelines: An Analysis (Mary Nalbandian); and (6) "State-Level Curriculum Guidelines: A Listing." Part 2 contains four chapters on curriculum guides and supplementary materials: (7) "Recommended Curriculum Guides" (David L. Haury); (8) "Curriculum Guide Reprint"; (9) "Source List for Ideas and Materials" (Bonnie B. Barr); and (10) "Children's Trade Books in Science" (Antoine B. Gosioco). Part 3 contains four chapters on resources: (11) "Curriculum Material Producers," (12) "Statewide Textbook Adoption," (13) "Index to Reviews of Educational Materials," and (14) "Kraus Curriculum Development Library Customers." (MCR)

ED 381 341

SE 054 604

Korpan, Connie A.; And Others
Assessing Scientific Literacy: A Taxonomy for Classifying
Questions and Knowledge About Scientific Research. Technical
Report No. 94-1.

SPONS. AGENCY- Social Sciences and Humanities Research Council of

Since assessment is intimately linked with instruction, it too is changing under the wave of numerous efforts at reforming mathematics and science education. From this new perspective, the learner actively constructs personal meaning from information and experiences by linking new information with his or her pre-existing knowledge and understanding. This document was designed as a professional development resource to assist teachers in deepening their vision of what students need to know and be able to do, and to change the interactions between teachers and students in the classroom. It is a compilation of activities and supportive materials developed not only as an alternative assessment resource, but as a means for engaging teachers in dialogue about changing the ways mathematics and science have traditionally been taught and assessed. The Toolkit contains the following chapters: (1) "Introducing the Toolkit," (2) "Supporting Educational Improvement with Alternative Assessment," (3) "Integrating Assessment with Curriculum and Instruction," (4) "Exploring Design Options for Alternative Assessment," (5) "Evaluating the Quality and Equity of Alternative Assessments," (6) "Using Alternative Assessment in Grading and Reporting," and (7) "Designing Effective Professional Development." Appendices include alternative assessment samples and a resource listing of science and mathematics reform initiatives, agencies, state departments of education and school districts, publishers, print materials, and sources of information on tests. A 53-item annotated list of articles and books concludes the toolkit. (MKR)

ED 381 361

SE 056 093

Racicot, Darlene

Whale Preservation. Grades Five to Nine.

PUB DATE- 93

NOTE- 98p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Conservation (Environment); Critical Thinking;

Environmental Education; Instructional Materials;

*Interdisciplinary Approach; Intermediate Grades; Junior High

Schools; *Learning Activities; Learning Modules; Middle

Schools; Problem Solving; Wildlife Management; *Zoology

IDENTIFIERS- Dolphins; Porpoises; *Whales

Dedicated to the conservation and preservation of whales, dolphins, and porpoises through public education, this instructional unit for grades 5-9 provides current (1993)

facts, lesson plans, activities, and conservation and

preservation techniques. Interdisciplinary activities involve

students in debates, critical thinking, research, and

investigation of the correlations between history of whaling,

whale watching, and pollution. Three sections provide a series

of fact sheets and activity sheets. Activity materials are

teacher reproducible for use within the purchasing teacher's

classroom. Section I contains general facts and activities

focusing on the difference between a whale and a fish, feeding

habits, family units, whale senses, identification and

behavior, and evolution. Section II includes individual fact

sheets and activities for various toothed whales, and baleen

whales. Section III provides problem solving fact sheets and

activities concerning myths and legends (bibliography

provided), migration, captivity, whaling, whale watching,

stranding, and the story of three gray whales stranded off the

coast of Alaska in 1988. Additional activities incorporate art,

manual contains information on time, examinees, principal's role, security, student equipment, responsibilities of supervising teachers, administration procedures, responding to student questions, defective booklets, students or teachers leaving the room, late arrivals, absentees, cheating, return of examination materials, and examination rules. The student examination booklet presents 67 multiple-choice and 12 long-answer questions. The answer key booklet details the grading for long-answer questions and provides comments from chemistry graders on common student errors. A provincial summary report for June 1994, lists the percent of students choosing each response, mean scores, and frequency distribution of the raw scores. Testing materials are available in both English and French. (LZ)

ED 381 383

SE 056 175

Mining Glossary and Games.

PUB DATE- 91

NOTE- 67p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Earth Science; *Educational Games; Elementary

Secondary Education; Environmental Education; Geology;

Glossaries; *Minerals; *Mining; Science Activities; *Vocabulary Development

This booklet was produced in an effort to increase the awareness and appreciation of young people for the Earth's resources. The Mining Education Glossary is intended to provide easy reference to mining terms which are used in the minerals recovery industry and as a useful resource for teaching basic learning skills. Accompanying the glossary are 28 mining games designed to help students at all grade levels learn language arts skills including spelling, vocabulary development, word usage, pronunciation and the meanings of words that might be used in various related study units. Activities involve students in word search games, crossword puzzles, and other language and word power learning experiences. Activity instructions are designed for students and allow for independent study. Each activity also contains teacher information. (LZ)

ED 381 384

SE 056 177

Regets, Mark C.

Nonacademic Scientists and Engineers: Trends from the 1980 and 1990 Censuses.

AMP DATE- 95

NOTE- 19p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141); Numerical/Quantitative Data (110)

DESCRIPTORS- Employment; *Employment Patterns; *Engineers;

*Experimenter Characteristics; Occupations; *Population Trends;

Regional Characteristics; *Researchers; *Scientists; Tables

(Data)

IDENTIFIERS- *Nonacademic Personnel

This report presents a broad picture of the characteristics of scientists and engineers (S&Es) outside academia and how these characteristics changed between 1980 and 1990. Data for this report come primarily from National Science Foundation tabulations of 1980 and 1990 Public Use Microdata Samples of

Expressing concern that interest in hand lettering and calligraphy has diminished due to limited career applications, seventeen U.S. master calligraphers who teach or have taught calligraphy were interviewed. The calligraphers made six suggestions that have implications for educators: (1) italic based alphabets, rather than the current forms of penmanship, should be taught in elementary grades since there is some evidence suggesting that learning this calligraphy form improves self esteem and academic performance among young children labeled unteachable; (2) a clarification of calligraphy standards is necessary for the recognition of calligraphy as a unique art form; (3) calligraphy is a valid way to learn principles of design; (4) study of the historic development of letter forms contributes to general understanding of the history of Western Civilization; (5) calligraphy skills are a useful resource for professional work and contribute to a sensitivity of industry's needs; (6) calligraphy should be offered as an optional course in the foundation year program. (MM)

ED 381 406

SO 023 442

Gregory, Anne

A Teacher's Guide to American Calligraphy: 1983.

PUB DATE- 83

NOTE- 14p.; Paper presented at the Meeting of the Texas State Art Education Conference (1983). For related document, see SO 023 441.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs

(132), Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- Adult Education; *Art Education; Artists; Commercial Art; *Manuscript Writing (Handlettering); Resource Materials; Secondary Education; Teaching Guides; Visual Arts; Vocational Education; Workshops

This document presents a brief history of the Society of Scribes and describes procedures for the 1-day workshop, master apprenticeship method, of calligraphy instruction. Calligrapher-instructors using this method include: Lili Cassel Wronker, who encourages straight edge pen point exercises; E. J. Carroll, who focuses on the commercial client and artist relationship; and Robert Boyajian, who presents a technique for left handed calligraphers. Calligraphy as an art with practical, vocational applications is advocated. Calligraphy classes at the Art Students League in New York, and Calligraphy Gatherings that incorporate lectures and demonstrations, workshops, and presentations by major scribes are described. The paper concludes with a list of Regional Calligraphy Societies. (MM)

ED 381 407

SO 023 444

Gregory, Anne

Dilemmas and Solutions in Selection and Preparation of Children's Art for International Exhibitions.

PUB DATE- 86

NOTE- 8p.; Paper presented at the Annual Meeting of the National Art Education Association Conference, (New Orleans, LA, April 4-8, 1986); and the EXPO Conference (Vancouver, British Columbia, Canada, July 1-4, 1986).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; Electronic Mail; Higher Education; *Information Networks; Political Science; *Teleconferencing; Undergraduate Study

This research paper describes how E-Mail and Vax Notes were used in the Spring 1994 political science classes, "Contemporary Global Issues" and "Women and Politics," involving 80 students at the University of Wisconsin-La Crosse. By modeling and hands-on practice, students were introduced to the electronic mail and then given three major projects to complete; the projects are described. Data are analyzed in task-oriented responses or communications-oriented responses to questions related to the projects and their completion. Task-oriented responses viewed the electronic mail as a tool to complete the projects required and would have done more had they been asked. Communications-oriented responses viewed the electronic mail as a way to correspond easily and cheaply with the instructor, with other students on the projects, and with friends and relatives in and out of the institution who had electronic mail addresses. The conclusion identifies advantages and disadvantages of the use of this teaching technique. Contains 47 references. (EH)

ED 381 425

SO 024 655

Fitzhugh, William P.
Celebrating Geography: Geography in Everyday Life.

PUB DATE- Oct 94

NOTE- 18p.; Paper presented at the Annual Meeting of the Maryland Council for the Social Studies (Annapolis, MD, October 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Early Childhood Education; Elementary Education; Elementary School Curriculum; *Geographic Concepts; *Geographic Locations; *Geography; *Geography Instruction; *Social Studies; Teaching Methods

The paper suggests that the five fundamental themes of geography can serve as a good starting point for understanding how geography affects lives everyday in every way. Geography serves to remind people how interwoven geographic concepts are in individuals' lives. Ten activities are suggested to incorporate the five fundamental themes into a literature-based program. Some of the activities introduce vocabulary and geography to students in a non-traditional way. Other activities include biographies of family migration, songs, speech, dispersion of animals throughout the world, foods, clothing, dogs of the world, fabric, literature, and an ice-breaking activity requiring participants to locate places on a map. (EH)

ED 381 426

SO 024 676

Barnett, Elizabeth F.
Mary McLeod Bethune: Feminist, Educator, and Social Activist.
Draft.

PUB DATE- 94

NOTE- 18p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 4-9, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

do their goals for U.S. history instruction relate to their use of motivational strategies? The study showed the five most frequently mentioned strategies were simulations, projects, games, historical novels, and relating history to the present. A sample of the teachers' students expressed a desire for strategies that encourage active participation and suggestions for teachers to make the study of history more realistic. Findings suggested that teachers need to make the U.S. history curriculum motivating by including supplemental activities. Contains 16 references. (EH)

ED 381 447

SO 024 723

Hays, Patricia A., Ed.; Gronewald, Anita, Ed.
Balancing Unity and Diversity in a Changing World. Proceedings of the International Congress on Challenges to Education (Oahu, Hawaii, July 6-8, 1994).

PUB DATE- Jul 94

NOTE- 48p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Correctional Education; Cross Cultural Studies; *Cultural Differences; Cultural Interrelationships; *Cultural Pluralism; Foreign Countries; *Global Education; *International Education; *Literacy; *Multicultural Education; *Technology
The papers in this collection are divided into five sections:

literacy, correctional education, multicultural and issues of diversity, technology, and general education. The articles include: "Creating a Literate Society through Home School Instruction" (Doris A. Henry); "Inclusive Strategies for Content Area Teaching" (Jeanne M. Jacobson); "Becoming Literate: Schooling and Global Involvement" (Rita Roth); "History of Correctional Education" (Thom Gehring; Carolyn Eggleston); "The Delivery of Special Education Inservice Training to Educators in Correctional Settings Via Audio and Computer Conferences: A Collaborative Problem Solving Approach" (Roseanne Messmiller); "Building International/Cultural Awareness and Understanding through Bibliotherapy: Correctional Education Approaches in Different Cultures" (Salvatore M. Messina); "Using Multicultural Literature in Teaching To Promote International Awareness" (Thomas W. Bean); "Teaching in the Multicultural Classroom" (Yvonne Callaway, Evelyn Mahaud, and Wanda Cook-Robinson); "Harmony and Diversity" (Paul M. Hollingsworth, Keith R. Burnett, and Roy Winstead); "Celebrating Diversity: Enhancing Multicultural Appreciation" (Dorothy Lee Singleton and Nancy Masztal); "Transcultural Health: Principles and Practices" (Susan C. Slaninke); "Technology: Contrasts and Complexities--Small Private Universities and Large Comprehensive Public Universities" (Jacquelyn Alexander and James Yates); "Technology Supported Teacher Education: Implementing a Global Vision" (Kathleen L. Daly); "Environmental Physics: A Conceptual Approach to the Study of Science" (Thomas B. Cobb); "Creating Collaborative Coalitions To Meet the Challenge of Diverse Urban Classrooms" (Donna Evans and Cheryl Fountain); "Attitudes and Values in Formal Environmental Education: The Case of Quebec" (France Jutras); "The Teacher Researcher: From Promise to Power" (Jane McGraw); "A Comparison of Education of Principals in the Philippines with California" (Arthur J. Tounley); June W. Schneider, and Cesar A. Hidalgo); and "Basic Economics Tests in Japan: The Results in High Schools and the Comparison with University Students" (Michio Yamaoka). (EH)

PUB DATE- 93

NOTE- 170p.; For a related document, see SO 024 848.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Cross Cultural Studies; Elementary Education;

*Elementary School Curriculum; *Global Approach; *Global

Education; Instructional Materials; Interdisciplinary Approach;

*Multicultural Education; Social Studies; Teaching Methods;

*World Affairs

This activity book is the work of classroom teachers and is designed to address the need for global education elementary materials. There are 27 activities, organized into five sections, to help elementary teachers stimulate young students' global awareness and understanding. The activities are presented in a standard format: (1) a brief introduction; (2) a list of objectives; (3) recommended grade level; (4) estimated time required for the activity; (5) a list of needed materials; and (6) step-by-step procedures to complete the lesson. Some activities include suggested follow-up exercises, a bibliography, background information; and masters for student handouts. A list of resources for elementary teachers concludes the book. Section 1, "Introducing the Concept of Global Awareness," includes: (1) "People Puzzles"; (2) "Your Global Home"; and (3) "What Do We Know About...? What Do We Want to Know?" Section 2, "Studying Human Values," include: (1) "Toys and Folk Tales"; (2) "The Wisdom of Proverbs"; (3) "A World of Fiction: Global Insights in Literature"; (4) "Fun is Universal"; (5) "Faster, Stronger, Higher: Values and the Olympics"; and (6) "Education in Two Cultures: A Day in the Life." Flashlights, and Other Systems"; (2) "The World According to..."; (3) "The Conventions on the Rights of the Child"; (4) "Journeys That Made the World Smaller"; (5) "Sharing Our Global Environment"; and (6) "Adventure in Antarctica: A Case Study in Cooperation." Section 4, "Studying Global Issues and Problems," includes: (1) "Identifying Global Issues"; (2) "Population More or Less"; (3) "Protecting Children's Health"; (4) "Refugees"; (5) "Pesticides: A Global Problem"; and (6) "Endangered Species: Why and Where." Section 5, "Studying Global History," includes: (1) "A World of Intervention"; (2) "Migrations: People on the Move"; (3) "Architecture and Global History"; (4) "The Spice of Life"; (5) "The Global Gourmet"; and (6) "The American and French Revolutions." (EH)

ED 381 470

SO 024 848

Johnson, Jacquelyn; And Others

Global Issues in the Middle School Grades 5-8. Third Edition.

PUB DATE- 94

NOTE- 196p.; For related document, see SO 024 847.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Cross Cultural Studies; *Global Approach; *Global

Education; *Interdisciplinary Approach; Intermediate Grades;

Junior High Schools; *Middle Schools; *Multicultural Education;

*Social Studies; Teaching Methods

This activity book contains 27 activities designed to help teachers address the goal of including global education in

(2) serving to organize the discourse. On one hand, inversions can temporarily add a perspective of immediacy to the description of an actual scene or event, thereby setting apart the reproduction of this scene from another functional part of the event. Alternatively, when the immediacy produced is from within the author's own discourse organization, inversions help signal that the author provides topical orientation or an evaluation. Contains 17 references. (RSE)

ED 381 022

FL 022 879

Zehler, A. W.
Working with English Language Learners: Strategies for Elementary and Middle School Teachers. Program Information Guide Series. No. 19.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 94

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Active Learning; Class Activities; Classroom Environment; Classroom Techniques; Cultural Differences; Educational Cooperation; Elementary Education; *Elementary School Teachers; *English (Second Language); Junior High Schools; *Limited English Speaking; Middle Schools; *Secondary School Teachers; *Second Language Instruction; Second Language Learning; Student Participation

IDENTIFIERS- *Content Area Teaching

This report is based on the findings of a Special Issues Analysis Center (SIAC) focus group on active learning instructional models for limited English proficiency (LEP) students which convened in June 1993. The report is aimed at supplying answers for teachers uncertain about what to do when confronted with English language learners (ELL) in their classrooms. The guide offers perspectives, strategies, and suggestions to help teachers improve ELL students' English skills while at the same time including them in all the content area instruction contained in the school curriculum. In sequence, the guide: (1) discusses and defines ELL students; (2) offers insights on understanding cultural differences; and (3) gives advice on understanding second language learning. The guide also offers such ideas about instruction in the active learning classroom as how to: maximize opportunities for language use; secure participation in meaningful and challenging tasks; support students' own efforts at understanding; and utilize cultural diversity. (Contains 8 references.) (LR)

ED 381 023

PL 022 880

Baca, Leonard; Valenzuela, J. S. de
Reconstructing the Bilingual Special Education Interface. NCBE Program Information Guide Series No. 20.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 94

NOTE- 26p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility

(142) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Achievement; *Bilingual Education; Change

PUB DATE- Feb 95

NOTE- 92p.; For a related document, see HE 028 162.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Federal Legislation; Federal Regulation; *Finance

Reform; Higher Education; *Loan Default; *Program

Administration; Program Effectiveness; Public Agencies; Public

Policy; Student Financial Aid; *Student Loan Programs

IDENTIFIERS- Department of Education; General Accounting Office;

Government Spending; *Reform Efforts; *Waste in Government

Spending

This report reviews the status of government agencies and operations that have been identified as at "high risk" for waste, fraud, abuse, and mismanagement; describes successful progress in some agencies; and looks at recent reform legislation. Six categories being targeted include

accountability of defense programs, ensuring that all revenues

are collected and accounted for, obtaining an adequate return

on investments in information technology, controlling Medicare

claims fraud and abuse, minimizing loan program losses, and

improving management of federal contracts. In the area of loan

program losses, the guaranteed student loan program cost \$2.4

billion in losses in fiscal year 1994. The Department of

Education is addressing some of the program's weaknesses by

transferring some risks and financial costs to lenders and

guaranty agencies, and is phasing out the guaranteed loan

program and replacing it with a direct loan program. However,

loan data continue to be unreliable, and a viable strategy is

needed to prevent unscrupulous schools from participating in

the new direct loan program. Five programs have made enough

progress to have their high-risk designation removed.

Legislative changes are moving toward a smaller, more efficient

government that focuses on accountability and managing for

results, such as the Government Performance and Results Act and

the Chief Financial Officers Act. (JD)

ED 381 043

HE 028 164

Henson, Martin T., Ed.

A Comparison of College Graduation Rates of Freshman Student-

Athletes before and after Proposition 48. NCAA Research Report

92-01.

PUB DATE- Aug 93

NOTE- 23p.; For related documents, see HE 028 165-166.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Athletes; Black Students; College Freshmen;

*College Graduates; Comparative Analysis; *Graduation; Higher

Education; Intercollegiate Cooperation; Scholarships; *Student

Financial Aid; Tables (Data); White Students

IDENTIFIERS- Athletic Abuses; Athletic Scholarships; *National

Collegiate Athletic Association Rule 48; Reform Efforts

This study uses preliminary data to compare college student-

athlete graduation rates before and after the passage of

National Collegiate Athletic Association Proposition 48, which

took effect in 1986 to reform perceived abuses in college

revenue sports. The data came from entering freshmen in 1984,

1985, and 1986. The population centered only on student-

athletes for whom data have been reported for their entire

career at an institution, who received athletically related aid

in their first year, who were reported as being either black or

on the development of any additional SUS physical therapy programs; (2) the expansion of current programs; (3) the offering of the master of physical therapy (MPT) as a first professional degree; (4) clinical affiliations between SUS programs and clinical institutions, such as hospitals; (5) a common SUS physical therapy student application; (6) 12-month contracts for faculty; and (7) increased faculty salaries where necessary, to be competitive with national norms. Appendixes contain the author's curriculum vitae, a sample MPT curriculum, curriculum-based instructional needs, community college articulation guidelines, a graduate and employer survey, the SUS coordinators of physical therapy review, and supplemental information from Florida A&M University. (MDM)

ED 381 061

HE 028 184

1994 A Turbulent Year. AUCC Activities.

PUB DATE- Mar 95

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *Advocacy; Annual Reports; *Colleges; Educational Policy; Federal Legislation; Foreign Countries; Grants; Higher Education; International Educational Exchange; *Lobbying; Meetings; *Professional Associations; Public Policy; Scholarships; *Universities; Workshops

IDENTIFIERS- *Association of Universities and Colleges of Canada

This report reviews the activities of the Association of Universities and Colleges of Canada (AUCC) during 1994, focusing on public policy and advocacy, member services, contract management, and community service. It discusses the role of AUCC in testifying before House of Commons committees and government ministries on areas related to social and educational policy, student financial assistance, academic mobility, research infrastructure, the 1995 federal budget, science and technology policy review, foreign policy review, federal program review, and copyright reform. It reports on the two general membership meetings held in 1994, the AUCC's journal "University Affairs," faculty bargaining services, and other membership services. The report also discusses the AUCC's management of scholarships and awards, international cooperative agreements, and international scholarships. It then reviews the community service activities of the organization, including the production and distribution of guides to Canadian universities and the development of workshops on electronic communication and information technology. A list of AUCC directors, committees, and advisory groups is included. (MDM)

ED 381 062

HE 028 185

Mulvey, Patrick J.

1992-93 Bachelors Degree Recipients Report.

PUB DATE- Feb 95

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *Astronomy; *Bachelors Degrees; *Career Planning; *College Students; Departments; Employment Opportunities; *Graduate Study; Higher Education; Labor Market; National Surveys; *Physics; Sex Differences

improved, is below the national average; and (5) SRES states still fall short of national average per capita income despite significant gains. Includes an index. (JB)

ED 381 082

HE 028 220

Sterian, Paul Enache
Accreditation and Quality Assurance in Higher Education: Papers on Higher Education Series.

PUB DATE- 92

NOTE- 95p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Academic Standards; Accreditation (Institutions); Accrediting Agencies; Agency Role; Case Studies; Educational Quality; Foreign Countries; Government Role; Higher Education; Institutional Evaluation; Profiles; Quality Control; Standards
IDENTIFIERS- Australia; China; France; Germany; Hong Kong; India; Kenya; Netherlands; Nigeria; South Africa; Sweden; United Kingdom; United States

This paper offers a broad look at accreditation and quality assurance in higher education and how these issues are addressed around the world. Section 1 is an overview of accreditation and addresses the aims and objectives of accreditation, standards, accreditation bodies, stages of the accreditation process, the quality of that process, the role of government in the accreditation process, some critical points of view concerning the process, and present accreditation trends. Section 2 looks at accreditation and quality assurance through brief national case studies. The nations represented are France, Germany, United Kingdom, the Netherlands, Sweden, the United States, China, India, Hong Kong, South Africa, Nigeria, Kenya, and Australia. This section closes with a section comparing accreditation and quality assurance in various regions. Section 3 takes a closer and more detailed look at the accreditation process in Romania, particularly in light of the recent political and educational changes in this nation and the fairly recent decision to introduce accreditation of institutions of higher education. This examination covers accreditation principles and objectives, standards for initial and subsequent accreditation, application rules, structure of the accreditation committee and its functions, and provisions for financing accreditation. Appendices contain institutional evaluation standards and a glossary. (Contains 27 references.) (JB)

ED 381 083

HE 028 221

Academic Freedom and University Autonomy. Proceedings of the International Conference (Sinaia, Romania, May 5-7, 1992).
Papers on Higher Education Series.

PUB DATE- 92

NOTE- 58p.; For a related document, see HE 028 222.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Academic Freedom; College Faculty; College Instruction; College Role; Foreign Countries; Higher Education; Institutional Autonomy; School Community Relationship; Social Change; Universities
IDENTIFIERS- Europe

This publication contains the proceedings of an international conference on academic freedom and university autonomy attended

Education: What Do We Know?

PUB DATE- 91

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Ability; Academic Persistence; Attendance; College Graduates; College Programs; College Students; *Dropout Rate; Ethnic Groups; *Graduation; Higher Education; High School Graduates; Low Income Groups; National Surveys; Nontraditional Students; School Holding Power; Socioeconomic Status; *Stopouts; Tables (Data); *Withdrawal (Education)

IDENTIFIERS- Tennessee

This research brief reviews and analyzes national data on college going, persistence, and graduation. It compares characteristics of students who enter college immediately after high school graduation with other types of postsecondary entrants, considers traditional versus nontraditional paths of college going, and examines college persisters and leavers. Data are analyzed by socioeconomic status, race/ethnicity, and ability quartile. Data highlights include: (1) the majority of 1980 high school graduates who enrolled in postsecondary education did not enter in the traditional pattern; (2) 1980 high school seniors of high ability but low socioeconomic means were not as likely to attain a bachelor's degree as were their counterparts from higher income families; (3) African Americans and Hispanics were less likely to persist for 4 years in college or to earn a bachelor's degree; and (4) half of the 1980 high school graduates who started college on track "stopped out" of college at some point in their educational experience. Statewide retention data for Tennessee are analyzed to identify similarities between national-level and state-level data. Three brief institutional case studies illustrate elements of successful retention programs. Implications of the data are examined, focusing on improving access and retention for minorities, low-income, and nontraditional students. (Contains 16 references.) (JBB)

ED 381 103

WE 028 241

Escuta, Eugenia; O'Brien, Eileen

Asian Americans in Higher Education: Trends and Issues.

PUB DATE- 91

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Numerical/Quantitative Data (110)

DESCRIPTORS- *Asian Americans; *Attendance; College Faculty; College Students; *Degrees (Academic); Educational Attainment; Educational Trends; *Enrollment Trends; Ethnic Groups; Graduation; *Higher Education; Population Trends; Tables (Data); Tenure; *Trend Analysis

IDENTIFIERS- *Asian American Students

This research brief reviews trends in Asian-American population and higher education participation. It determines the status of Asian-American students and faculty compared with other ethnic groups and identifies issues and problems connected with Asian Americans in academe. Data specifically include: composition of the Asian American population, educational attainment of Asian Americans, preparation for college, enrollment trends, degrees conferred and fields of study, doctoral program participation, Asian American faculty and staff in higher education, and

PUB DATE- 95

NOTE- 308p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Opinions/Personal Viewpoints/Position
Papers/Essays (120)

DESCRIPTORS- *Access to Education; College Administration;
College Role; Creativity; Educational Change; *Educational
Quality; *Higher Education; Institutional Cooperation;
Leadership Responsibility; Organizational Objectives;
Partnerships in Education; Social Change

IDENTIFIERS- Diversity (Student); Organizational Commitment

This volume examines the often tense interplay between the objectives of quality and access in U.S. higher education. Part 1 frames the basic premises of the book regarding the environment in which contemporary colleges and universities operate, the need for integration of quality and access in such an environment, the central role played by access in any commitment to quality, and the central role played by quality in any initiative directed toward increasing access. It refutes the common belief that sees quality and access as either incompatible or at the very least difficult to integrate. Part 2 identifies four prevalent perspectives in American higher education: the elitist perspective, the populist perspective, the beleaguered perspective, and the expedient perspective. Part 3 suggests strategies for achievement and integration of quality and access, and argues for a fifth and new unified perspective on combining quality and access. Under this approach three strategies for integrating quality and access involve creative ways of meeting the needs of diverse student populations, a sustained commitment to both quality and access, and an orientation toward cooperation with other institutions. Other initiatives include assessment, benchmarking, clarification of values, development of professional competencies, empowerment, and feedback as well as leadership and how leaders can influence both quality and access. (Contains 181 references as well as an index.) (JB)

ED 381 122

WE 028 292

Balderston, Frederick E.

Managing Today's University: Strategies for Viability, Change,
and Excellence, Second Edition. Jossey-Bass Higher and Adult
Education Series.

PUB DATE- 95

NOTE- 399p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For
Practitioners) - Non-Classroom Use (For Administrative and
Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
Classroom situations) (055)

DESCRIPTORS- *Budgeting; Budgets; *College Administration;
Educational Change; Educational Facilities; Educational
Quality; Educational Resources; Efficiency; Enrollment;
Governance; Graduate Study; Higher Education; Leadership;
Organizational Objectives; Research; Retrenchment; Scholarships;
Student Financial Aid; Tuition; *Universities

This volume addresses new and enduring challenges of university management and proposes ways that will help university members achieve their academic and institutional goals. Part 1 covers the basics of university organization. Chapter 1 introduces ways to organize for management. Chapter 2 discusses the values of the university. Chapter 3, on governance, and chapter 4, on

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Case Studies; *Change Strategies; *Computer Uses in Education; Context Effect; Educational Technology; Elementary Secondary Education; *Job Development

IDENTIFIERS- Barriers to Change; Computer Coordinators; Historical Background; *Technology Coordinators; *Technology Integration

A study was conducted in 1986 which revealed that school-based computer coordinators used a combination of product- and client-centered strategies to facilitate computer use, but saw their role as transitional, predicting elimination of their jobs in 2 to 5 years. The purpose of this current study was to revisit the three schools (Eugene, Oregon) studied in 1986 in order to examine the work of the technology coordinators and the outcomes that they were able to effect over the past 7 years. A case study design was employed in the research, which used questionnaires, interviews, observations, and a review of relevant planning documents to examine the work of the coordinators. The following questions are answered: (1) What is the situational and historical context in which the technology coordinators have done their work? What conditions exist today? What has changed?; (2) What outcomes were the technology coordinators able to effect over the 7-year period?; (3) What are the impediments to the integration of technology in schools?; and (4) What strategies are used by the coordinators and teachers to overcome impediments to technology use in their schools? The present study supports the effectiveness of staffing change agents to work with teachers at the school level. Three tables illustrate research findings. (Contains 16 references.) (MAS)

ED 381 140

IR 017 062

Hecht, Jeffrey B.; And Others

Project Homeroom, Project Schoolroom, and Regular Schools: Innovations in Team Teaching, Interdisciplinary Learning, and the Use of Technology. A Final Report on the Project at the Maine East High School.

PUB DATE- 13 Sep 94

NOTE- 34p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Computer Uses in Education; Cooperative Planning; *Curriculum Development; *Educational Innovation; Educational Technology; Grade 9; High Schools; Interdisciplinary Approach; *Teaching Methods; *Team Teaching

IDENTIFIERS- Maine Township High Schools IL

The students, faculty, and administration at the Maine Township East High School engaged in an ongoing curricular innovation program during the 1993-94 academic year, investigating the notions of teacher teaming, interdisciplinary instruction, and the use of computer technology in the delivery of a core education in biology, world cultures, English, and algebra. The freshman class was divided into the following three groups, each emphasizing certain of the innovations under study: (1) Project Homeroom teachers worked together as a team, planning lessons together and working to incorporate computers into

The chapters are organized into six categories: (1) microcomputer technology as a strategic resource; (2) managing microcomputer technology; (3) microcomputer technology and end users; (4) artificial intelligence and microcomputer technology; (5) microcomputer security and protection; and (6) microcomputer education and training. The titles include: "Managing the Use of Microcomputers as a Strategic Tool" (Larry Oliva and others); "Mapping the Corporate Microcomputer Strategy" (Lawrence Oliva); "A Methodology for Microcomputer Planning and Development" (Darold Klaus); "Critical Success Factors in the Integration of Microcomputer Technology into Expanding Organizations: Five Case Studies" (Elia Chapatlis); "Managing the Introduction of Information Systems Technology: The Case of Desktop Publishing as an Organization-Wide Resource" (Wallace A. Wood; Robert P. Behling); "Supporting End-User Application Development with the Information Transformation-Analysis-Management Model" (Karen Wantz); "A Framework for Addressing End-User Training Needs" (Jane M. Mackay; Charles W. Lamb, Jr.); "An Architecture to Manage Artificial Intelligence Systems in a Microcomputer Environment" (Leopoldo Gemoets); "Software Selection: A Knowledge-Based System Approach" (B. G. Dologite); "Managing Microcomputer Security" (Kai S. Koong; H. Roland Weistroffer); "The Changing Environment of Software Copyright: The Case of Apple Computer v. Microsoft Corp." (Cherie S. Werbel; Phillip Werbel); "Disaster Preparedness for Microcomputer-Based CBIS" (N. V. Ramakrishna; B. S. Vijayaraman); "Computers in Education and Training" (Henry W. Collier; Carl B. McGowan); and "Microcomputer Education: Are Institutions of Higher Learning Providing Effective Microcomputer Training to Future Business Leaders?" (John Lanasa). (NAS)

ED 381 159

IR 055 083

Gilton, Donna L.

Library Instruction--LSC 524. Fall, 1993.

PUB DATE- 93

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Libraries; Assignments; Bibliographies;

Class Activities; *Course Descriptions; *Graduate Study; Higher

Education; *Library Education; *Library Instruction; *Library

Schools; Reading Assignments

IDENTIFIERS- *University of Rhode Island

This document presents the syllabus for Library Instruction at the University of Rhode Island. The course is designed to introduce students to the fundamentals of bibliographic instruction and concentrates in the following areas: the history, philosophy, and structure of library education; cognitive aspects of library instruction; forms of library instruction including tours, orientation, course-related instruction, informal instruction, credit courses, and point of use instruction; presentation techniques and the use of print, AV, and computer media to do library instruction; library instruction to a diverse public; library instruction to co-workers, support staff, administrators, teachers, instructors, teaching faculty, and others in the work environment; administration, coordination, and evaluation of library instruction; and coordination of library instruction among

educators and librarians include the discussion of the definition of multimedia, the right of "transmission," and library exemptions. Seven questions and answers concerning existing copyright law address copyright owner rights, fair use, "classroom exemption," lack of copyright and public domain, library scanning of reserve works into a database, and circulation of computer software. (Contains 11 references.) (NAS)

ED 381 178

IR 055 474

Smith, Marilyn E.

Access Points to ERIC: Update 1995. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 95

NOTE- 4E.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Abstracts; *Access to Information; Bibliographic Databases; *Educational Resources; *Information Services; *Information Systems; Online Systems; Online Vendors; Optical Data Disks; Periodicals; Printed Materials; Publications

IDENTIFIERS- ACCESS ERIC; AskERIC; *ERIC; ERIC Digests; Internet

ERIC has evolved from a research database into a multi-faceted information system. At the heart of ERIC is the world's largest education database, providing abstracts of more than 850,000 journal articles and documents from a wide range of public and private sources. The system also features a variety of additional products and services designed to put education information into the hands of people who need it. ERIC's goal of reaching diverse audiences, coupled with the rapid advancement of information technologies, has resulted in a larger than ever selection of access points to ERIC, the following of which are discussed in this digest: CD-ROM; online access through commercial services; locally-mounted systems and Internet access; print access; AskERIC; ERIC Digests and other ERIC publications; and ACCESS ERIC. Instructions are provided for acquiring ERIC articles and documents. (Contains 15 references.) (NAS)

ED 381 179

IR 055 475

Lopata, Cynthia L.

Integrated Library Systems. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 95

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Access to Information; *Bibliographic Databases; *Database Management Systems; Futures (of Society);

*Information Systems; *Integrated Library Systems; Library Administration; *Library Automation; Library Circulation; Library Technical Processes; Online Catalogs; Selection; Vendors

IDENTIFIERS- ERIC Digests

An automated library system usually consists of a number of functional modules, such as acquisitions, circulation, cataloging, serials, and an online public access catalog

be involved in building leaders through community services. "The Role of Institutional Research," by Ford Craig and W. A. Griffin, Jr., explains the role of institutional research in decision making. "Small Colleges and Business Partnerships," by William J. Hiestein, gives practical advice about forming partnerships which benefit both parties. "Educational Reform: It's the Economy, Stupid, or Is It?" by Stephen J. Krifelbaugh, looks at educational reform in terms of economic competitiveness, professional and technical training, accountability, and Oregon's experience with reform. "Advocacy for Literacy: A Blueprint for Action," by Ruth Mercedes Smith, Sandra Feaver, and Vicki Andersen considers the need for literacy education in rural areas and the imperative for community colleges to take a leadership role in this area, and describes the literacy program at Highland Community College in Illinois. "Minority Recruitment at Rural Colleges," by Julius R. Brown, reminds community college leaders of their responsibility to recruit minorities. "External Fund Development: The Gold Medal," by Paul Alcantra, relates the current fund-raising efforts of Cerro Coso Community College in California. Finally, "Evidencing Effectiveness," by W. A. Griffin, Jr., describes the Mid-Plains Community College Area's responses to accreditation team recommendations concerning its role and mission statement, strategic planning process, and outcomes assessment plans. (KP)

ED 381 196

JC 950 179

Baker, George A., III; And Others
Team Building for Quality: Transitions in the American Community College.

PUB DATE- 95

NOTE- 223p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials
(070); Collected Works - General (020); Books (010)

DESCRIPTORS- *College Administration; College Presidents;
*Community Colleges; *Educational Quality; *Governance;
Leadership Training; Management Development; Organizational
Change; *Organizational Development; Professional Development;
Strategic Planning; *Team Training; Two Year Colleges

Organized around the themes of quality and team building, this book contains essays by community college practitioners who address various structural or thematic aspects of the community college. The book contains these articles: (1) "A Team Approach to Institutional Quality: Toward a Model," by George A. Baker, III, and Vaughn Hamlin Upshaw; (2) "The President and the Board: A Team of Leaders," by George R. Boggs; (3) "The Chancellor and the Multicampus Team: An Application of Life Cycle Theory," by Jeff Hockaday and Philip J. Silvers; (4) "The President and the Executive Leadership Team: Solving Strategic Problems," by George R. Boggs; (5) "The Academic Team: A Case Study of Shared Governance," by Sandra Acebo and others; (6) "Building Bridges: A Team Approach to Transforming Student Services in the Community College," by Marguerite McGann Culp; (7) "The Team Approach to Managing Resources: An Open Systems Approach," by Lester W. Reed, Jr.; (8) "Team Building, Quality Initiatives, and Strategic Planning: A Consolidated Approach," by Constance M. Mair and Barry W. Russell; (9) "The Staff and Professional Development Team: Beyond Access," by Helen M. Burnstad and Amy Lee Fugate; (10) "Gender and Equity Issues in Team Building: A New Management Paradigm," by Rosemary Gillett-Keram; and (11) "Team Building for Collaborative Learning: A

Gross, Edmund R.; Stovall, Randall W.
Valencia Community College Faculty Academy: Preparing New Faculty for Tenure.

PUB DATE- May 94

NOTE- 9p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (16th, Austin, TX, May 22-25, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Faculty; Community Colleges; *Faculty Development; *Inservice Teacher Education; *Professional Development; Program Development; School Surveys; *Teacher Competencies; Teacher Improvement; *Teacher Promotion; Tenured Faculty; Two Year Colleges

IDENTIFIERS- *Valencia Community College FL

Valencia Community College's (VCC's) Faculty Academy was established to assist new tenure-track faculty successfully meet the college's criteria for tenure. In planning the Academy, surveys were conducted with administrators, full-time faculty and staff, and 34 new tenure-track faculty who were to participate in the Academy regarding their perceptions of areas that would be beneficial to new faculty. In addition, Robert Boice's views of faculty development provided the theoretical framework for the Academy. This framework holds that successful faculty members are active in departmental, college, student, and other out-of-class assignments; are able to identify and prioritize activities and issues; practice self-management; and have time to socialize with colleagues, students, and professionals. Six outcomes of an accomplished teacher were also developed to form the program's mission statement. The Academy consists of a 9-hour graduate school program or 135 contact hours over a 3-year period. Based on individual needs, faculty choose approximately half of the required hours in the program. The remaining 65 hours focus on such topics as collaborative learning, cultural diversity, critical thinking, assessment and placement, distance learning, computer literacy, classroom research, classroom feedback, test construction, and college history. In addition, participants attend at least one Board of Trustees meeting, videotape at least one class presentation for self-critique, and develop a portfolio and a group project. (NP)

Isonio, Steven

Profile of Students on Probation/Disqualification at Golden West College.

PUB DATE- May 95

NOTE- 40p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Achievement; Academic Persistence; *Academic Probation; Community Colleges; Self Evaluation (Groups); *Student Characteristics; *Student Needs; Tables (Data); Two Year Colleges; *Two Year College Students

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Elementary Education; *Evaluation Methods; Grading; Nontraditional Education; *Parent Attitudes; *Parent Conferences; Parent School Relationship; Parent Teacher Cooperation; *Student Evaluation; Urban Education

IDENTIFIERS- *Alternative Assessment

This research project was intended to help the faculty at a southwestern, urban elementary school better understand what parents thought about the school's alternative assessment methods and narrative reporting to communicate with parents. Assessment methods were defined as the ways teachers learn about students' understandings, and communication methods were defined as narrative reports by teachers; parents did not make this distinction. With few exceptions, when parents used the term assessment, they were referring to the narrative reports they received. Subjects were 192 parents who responded to a questionnaire on their perceptions of assessment methods and the narrative reports. Results indicated that parents were generally pleased with the detail of the narrative reports. They believed they were receiving more information about their children than they ever had with any other reporting system, but were unsure about the specific methods being used to assess their children's progress, and could not always determine from the narrative reports how well their children were performing. Some parents wanted more information about children's ranks, grade levels in class, and a specific test performance on national college admissions tests. As a result of the study and based on their teaching experiences, the faculty at the subject school scheduled more frequent parent conferences, drafted grade-level standards, and developed "exemplar booklets," which provide student work samples demonstrating varying levels of achievement for each standard. (WP)

ED 381 231

PS 022 917

Newbill, Sharon L.

The Early Childhood Development Program, 1991-1992. Summative Evaluation.

PUB DATE- Sep 92

NOTE- 77p.; Portions printed on colored paper.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; *Child Development Centers; Comparative Analysis; *Early Childhood Education; Longitudinal Studies; Parent Attitudes; Parent Education; *Parents as Teachers; Parent Student Relationship; Preschool Education; Program Effectiveness; Screening Tests; Summative Evaluation; Young Children

IDENTIFIERS- *Early Childhood Development Programs; *Early Learning Centers; High Scope Model; Program Characteristics
This sixth-year (1986 through 1992) summative evaluation examines in depth the participant attributes, services provided, and longitudinal benefits of the Early Childhood Development programs in the Kansas City, Missouri, school district. The report contains the following: (1) profile of participants in the Parents as Teachers (PAT) and Early Learning Center (ELC) programs since implementation; (2) comparison between the PAT and the statewide Second Wave Study populations; and (3) longitudinal assessments of academic performance of former PAT and ELC students. Following a summary of major findings, the

explore the world of dinosaurs. Specific science, math, social studies, and art activities for each unit are presented.
(Contains 29 references.) (MDM)

ED 381 250

PS 023 104

Ross, Jane L.

Child Care: Narrow Subsidy Programs Create Problems for Mothers Trying To Work. Testimony before the Subcommittee on Early Childhood, Youth, and Families, Committee on Economic and Educational Opportunities, House of Representatives.

PUB DATE- 31 Jan 95

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Day Care; Early Childhood Education; *Employed Women; *Employment Problems; Federal Legislation; *Federal Programs; Government Role; *Low Income Groups; Mothers; *One Parent Family; Program Improvement; Public Policy

IDENTIFIERS- At Risk Child Care Program; Child Care and Development Block Grants; *Child Care Costs; Family Support Act 1988; Testimony; Transitional Child Care

This testimony examines the role that affordable child care plays in helping unemployed mothers enter and remain in the workforce, focusing on how current federal programs create service gaps for low-income mothers attempting to work. These are issues needing consideration as consolidation of these programs is weighed as a means of closing these gaps. It describes four child care programs for low-income families created between 1988 and 1990 (Family Support Act, Transitional Child Care, At-Risk Child Care, and Child Care and Development Block Grant programs) and provides examples of gaps in child care services that may affect program participants' ability to seek employment or continue working. The testimony recommends that in considering the consolidation of these programs, trade-offs need to be weighed between state flexibility to determine whom to serve with subsidies and congressional interest in accountability for how federal money is spent and for positive program outcomes. A list of 18 related GAO publications is included. (MDM)

ED 381 251

PS 023 105

Li, Jiali; Bennett, Neil

Young Children in Poverty: A Statistical Update.

PUB DATE- 20 Dec 94

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Disadvantaged Youth; Economic Factors; Employment; Family Characteristics; Family Income; National Morors; One Parent Family; *Poverty; Poverty Programs; Racial Differences; *Socioeconomic Influences; *Statistical Data; *Young Children

This report provides statistical information about young children and their families living in poverty. It includes the following data: (1) from 1987 to 1992, the number of poor children under age 6 rose from 5 to 6 million; (2) from 1972 through 1992, the poverty rates have increased dramatically for children under age 6; (3) in 1992, 55 percent of poor children under age 6 were either black or Hispanic; (4) poverty rates for children under age 6 are the highest in urban areas; (5) over 10 million

Early Childhood Programs: Promoting the Development of Young Children in Denmark, France, and Italy. Briefing Report to the Ranking Minority Member, Subcommittee on Children and Families, Committee on Labor and Human Resources, U.S. Senate.

PUB DATE- Feb 95

NOTE- 39p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Access to Education; Cross Cultural Studies; *Educational Quality; Faculty Mobility; Foreign Countries; Government Role; *National Norms; National Surveys; *Preschool Education; *Preschool Evaluations; Preschool Teachers; Program Costs; Teacher Education; Teacher Salaries; Teacher Student Ratio

IDENTIFIERS- Denmark; France; Italy; United States

In light of proposed changes in federal support for early childhood programs in the United States, this report provides an overview of the ways in which Denmark, France, and Italy provide early childhood programs to large numbers of children, promote high quality, and finance such programs. It reports that among 4-year-olds, 76 percent in Denmark and 100 percent in France attended public, center-based early childhood programs in 1992, compared with about 55 percent in the United States in 1990. In Italy in 1992, about 92 percent of all children aged 3 to 5 attended early childhood programs, most of which were public. Children in these three countries attended programs that were accessible to parents because sliding fee scales allowed children in families at every income level to participate if their parents so desired and full-day services made programs convenient for parents, especially those who worked. In addition, early childhood programs in Denmark, Italy, and France had highly trained and well-compensated teachers, low child-staff ratios, and low teacher turnover. Three appendices contain a list of early childhood program sites visited, General Accounting Office (GAO) contact and staff acknowledgements, and additional acknowledgements. (MDM)

ED 381 271

PS 023 183

van Lieshout, Cornelis F. M.; And Others
Personality Development in Middle Childhood.

PUB DATE- Mar 95

NOTE- 27p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cross Cultural Studies; *Early Adolescents; *Elementary School Students; Foreign Countries; *Personality Development; Personality Traits; *Preadolescents; Sex Differences

IDENTIFIERS- Ego Control; Ego Resiliency; Netherlands; Openness; *Personality Types; Self Regulation

A person-centered approach was followed for the study of patterns in personality development in middle childhood through early adolescence. In a longitudinal study of 100 children, the "big five" personality factors--extraversion, agreeableness, conscientiousness, emotional stability, and openness--were assessed in person descriptions by teachers on the California

Traynells-Yurek, Elaine; Strong, Mary W.
Assessment of Fine-Motor Development of Primary Students with
Informal Medical Tests.

PUB DATE- 14 Oct 94

NOTE- 30p.; Paper presented at the Midwestern Education Research
Conference (Chicago, IL, October 14, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Kindergarten; *Kindergarten Children; *Medical
Evaluations; Physical Development; Primary Education;
*Psychomotor Skills; *Reading Ability; Whole Language Approach;
Writing Ability

IDENTIFIERS- *Manual Dexterity; Manual Dexterity Tests

This study examined whether informal medical assessments could be
used by classroom teachers to assess fine-motor ability and if
there is any connection between fine-motor ability and reading
achievement. Subjects were 174 half-day kindergarten children
from whole-language classrooms in three states. Subjects were
pretested in October and posttested in May for fine-motor
ability and writing ability. Assessments included a checklist
for early writing ability, and a test for Replicating Geometric
Shapes, the Finger Agnosia Test, the finger dexterity test, and
nine items on the Basic School Skills Inventory (BSSI). Results
confirmed that low reading achievements and deficits in fine-
motor ability appear related. Further, it does seem feasible
for classroom teachers to use informal medical assessments to
assess progress in fine-motor ability. The implication for
whole-language classrooms is that lack of writing ability may
impede achievement in reading. (MTH)

ED 381 291

PS 023 261

O'Connor, Anna T.; Callahan-Young, Sheila
Seven Windows to a Child's World: 100 Ideas for the Multiple
Intelligences Classroom. Pre K-3. First Printing.

PUB DATE- 94

NOTE- 284p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For
Practitioners) - Classroom Use - Teaching Guides (For Teacher)
(052)

DESCRIPTORS- Art; *Cognitive Style; Early Childhood Education;
Interpersonal Competence; *Kindergarten; Kinesthetic
Perception; Language Arts; *Learning Activities; Mathematics
Skills; Music; Spatial Ability; Teaching Methods; *Thematic
Approach

IDENTIFIERS- Gardner (Howard); *Multiple Intelligences

While traditional schooling has focused mainly on math and
linguistic skills, psychologist Howard Gardner suggests that
there are at least five additional ways of learning. This
curriculum guide applies Gardner's theory of multiple
intelligences to the kindergarten class, providing teachers
with a practical, thematic approach that will challenge
children's thinking. The five units include three lessons for
each of the intelligences--linguistic, logical-mathematical,
spatial/artistic, inter- and intra/personal/social,
spatial/assembly, bodily/kinesthetic, and musical. Some
lessons include homework designed to strengthen the

individual behavioral management plans, support classroom activities, provide additional monitoring of non-academic activities, and help teach the social skills training program. Program components include integrated behavior management plans for each student; daily orientation and wrap-up; carefully designed mentor schedules; academic assistance; monitoring of medications; crisis intervention; social skills training; and evaluation of changes in students' behavior, attendance, and academic achievement. A mid-year informal review suggests positive results in all four pilot elementary schools. (JAT)

ED 381 308

RC 020 029

Kaiser, Denise

Life Management: Bringing Relevance to the Classroom.

PUB DATE- Mar 95

NOTE- 9p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Courses; *Decision Making Skills; Education Work Relationship; *Independent Living; *Mild Disabilities; Rural Education; Secondary Education; *Secondary School Curriculum; Secondary School Students; Special Education; *Transitional Programs

IDENTIFIERS- Kentucky Transition Project; *Self Advocacy

Secondary students with mild disabilities often are unprepared to make a successful transition into adulthood. The traditional secondary curriculum for mildly disabled students focuses too much on remedial academics and not enough on the specific skills needed in social interactions, daily living, occupational choice, and employment. In addition, students seldom participate in their transition planning conferences in a meaningful way, and receive little direct instruction in skills for self-advocacy. Students with mild disabilities have high dropout rates, reflecting low motivation to remain in school, and seldom pursue postsecondary education or training. In an attempt to demonstrate the relevance of school curriculum to adult living, educators in the Kentucky Transition Project developed the course "Life Management," which focuses on behaviors needed to become a responsible family member, citizen, and employee. Particular emphasis is placed on self-advocacy and problem-solving skills development. Self-advocacy training addresses the ability to assess one's own skills, abilities, and disability-related needs; knowledge of civil rights and federal legislation on disabilities; and communication skills. The course employs teaching strategies that emphasize hands-on activities, small group discussions, and self-discovery projects. Students are instructed in a six-step management and decision-making model for establishing weekly and future goals. Implementation of this curriculum will reduce attrition of students with mild disabilities and equip them for productive lives in their communities. (SV)

ED 381 309

RC 020 030

Manuelito, Jeannie; Johnson, Martha

Communicating Effectively with Non-Indian Service Providers.

PUB DATE- Mar 95

NOTE- 4p.; In: Reaching to the Future: Boldly Facing Challenges

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Administrator Qualifications; Competency Based
Education; Distance Education; *Educational Administration;
Elementary Secondary Education; *Management Development; *Rural
Education; *Special Education; Technical Assistance

IDENTIFIERS- Florida; *Institute for Small and Rural Districts
FL; Small School Districts

In light of the increasing diversity of students and the sweeping changes involved in the inclusion movement, many special education administrators in small and rural districts are not prepared to face the emerging challenges and responsibilities of their role. The Institute for Small and Rural Districts was established in 1990 by the Florida Department of Education to provide technical assistance and training to administrators of special education in Florida's 27 small school districts. A needs assessment established that, of the 27 administrators in question, 11 had no prior special education experience and 16 had no prior administrative experience. In addition, inclusionary practices were affecting all districts, and time and distance constrained training possibilities. Extensive research and administrator input generated a ranked list of competencies and knowledge of program components essential to the incoming administrator. The first training was delivered to 54 educators at 5 sites via videoconferencing, supported by a resource manual given to all participants. Other videoconference trainings are planned. The Institute also found that principals required training in areas related to their support of special education programs, and such training was delivered at a site convenient to a cluster of 12 remote rural school districts. Appendices contain a list of administrator training components and competencies, a map of Florida school districts, and workshop evaluation summaries. (SV)

ED 381 325

RC 020 046

Schroth, Gwen; And Others.
Implementing Technology without Breaking the Bank.

PUB DATE- Mar 95

NOTE- 7p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 076.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College School Cooperation; Computers; Distance Education; *Electronic Equipment; Elementary Secondary Education; *Financial Support; *Fund Raising; Higher Education; Partnerships in Education; Rural Schools; School Business Relationship; *School Districts; School District Wealth; *School Funds; *Technology

IDENTIFIERS- Texas

Boles Independent School District (Texas) serves 360 students and is the poorest district in Texas. Yet, due to the aggressiveness of its superintendent and staff, Boles has pieced together a technology program that equals or surpasses those of larger neighboring districts with more resources. This

Canada, Ottawa (Ontario).

PUB DATE- May 94

NOTE- 87p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Criticism; *Educational Research; Elementary
Secondary Education; *Evaluation; Science Education;
*Scientific Literacy

There is growing public recognition that adequate levels of scientific literacy are not being attained by many children and adults. This manual was designed for use in a research project focused on one facet of scientific literacy, namely, how individuals assess the credibility of brief reports of treatment studies. The interest is in (1) the types of requests for information that people make about these reports as an index of their potential to assess credibility of research conclusions and (2) reasons people have for asking these questions as a means to make inferences about the knowledge structures that give rise to their requests. An examination of people's requests and their justifications for the requests is used to determine (1) what people know about features of scientific research; (2) how, when, and whether people engage in evaluative thinking about these features when reading reports of scientific investigations; and (3) how these characteristics of knowledge and thinking vary as a function of age and schooling from adolescence through early adulthood. Responses are used to make inferences regarding the underlying knowledge structures that are involved in the evaluation of scientific research, as well as to understand how structures are related to opportunities to learn. (ZWH)

ED 381 342

SE 055 976

Peng, Samuel S.; And Others

Understanding Racial-Ethnic Differences in Secondary School
Science and Mathematics Achievement. Research and Development
Report.

PUB DATE- Feb 95

NOTE- 107p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Cultural Differences; *Disadvantaged Youth; Grade
8; *Junior High School Students; *Mathematics Achievement;
Mathematics Education; *Racial Differences; *Science Careers;
Science Education; Secondary Education; Student Attitudes
IDENTIFIERS- Mathematics Education Research; National Education
Longitudinal Study 1988; *Science Achievement; Science
Education Research

This study was designed to address two related issues: (1) Why are Blacks, Hispanics, and American Indians underrepresented in science and mathematics-related fields, and (2) Why do students of these minority groups have lower achievement test scores in science and mathematics than other students? Data on a number of home, school, and student variables were collected from the 1988 eighth-grade cohort of the National Education Longitudinal Study. Major findings include: (1) At early ages, all students have equally positive attitudes toward science and mathematics learning in school and have similar aspirations for science and mathematics-related careers, but as they get older, more minority students become unprepared to enter these fields as they fall behind in mathematics and science learning; (2) a larger percentage of minority students come from families in

games, and language arts. Other materials include a list of eight applicable National Film Board films, a student self-evaluation form, a glossary, and a 48-item bibliography. (L2)

ED 381 362

SE 056 094

Camilli, Thomas
Make It Metric.

PUB DATE- 82

NOTE- 60p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Books (010)

DESCRIPTORS- Elementary Education; Junior High Schools; *Learning Activities; *Mathematics Instruction; *Measurement; *Metric System

IDENTIFIERS- *Mathematics Activities

Measurement is perhaps the most frequently used form of mathematics. This book presents activities for learning about the metric system designed for upper intermediate and junior high levels. Discussions include: why metrics, history of metrics, changing to a metric world, teaching tips, and formulas. Activities presented are: metrics all around you, vocabulary, think metric, metric liquid measure, metric cube, tape measure, bow calipers, micrometer diameter gauge, depth gauge, height finder, balance scale, distance/mass converter, pan balance, measuring line, trundle wheel, temperature converter, classroom temperature converter, centimeter grid, calculator cards, recipes, mobius loops, metric boomerang, garbage bag kite, grocery bag kite, giant parachute, hot air balloon, solar hot dog cooker, pop tab metrics, metric mobiles, networking, metric game dice, geodesic domes, hamburger metrics, flip flops, and a final examination. (MCR)

ED 381 363

SE 056 096

Hackley, Sharon; Hackley, Mike

Environmental Science: Activities with Plants of the Southwest.

PUB DATE- 82

NOTE- 62p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Books (010)

DESCRIPTORS- Botany; *Cooking Instruction; Elementary Secondary Education; Environmental Education; Instructional Materials; *Learning Activities; *Plants (Botany); Wildlife

IDENTIFIERS- *Deserts; Edible Plants; Native Foods; *United States (Southwest)

In this book for students of all ages, the author introduces unusual recipe ideas for the prickly, odd, and pestiferous plants of the American southwestern desert. Students are involved in cooking activities designed to spark interest in ecology, trigger logical thinking, utilize math skills, and build sound environmental concepts. Care was taken to emphasize respect for the fragile desert habitat and to build an understanding of the need for laws protecting native plants, while challenging students with positive, practical uses for this natural resource. Topics covered include harvesting wild plants, preparing the fruits of various cactuses, cactus conservation, and cooking instructions for prickly pears, nopales, cattails, dandelions, and pickles. The book identifies the nutritional properties of the plants, growing seasons, and

the decennial census. Around one-third of those with science and engineering occupations on the 1980 and 1990 censuses appear to have less than a bachelor's degree. Other data sources typically use a minimum of a bachelor's degree in defining S&Es. Table 1 presents general characteristics including age, education, employment, race, nationality, and gender. Table 2 shows occupation for nonacademic S&Es. Table 3 contains employment by region and state. Table 4 presents median earnings. Table 5 lists numbers of women and minorities by occupation. Table 6 shows the proportion of foreign-born S&Es. A highlights section analyzes trends represented by the data. (L2)

ED 381 385

SE 056 185

Perry, Phyllis J.
Getting Started in Science Fairs: From Planning to Judging. The Teacher's Science Fair Survival Guide.

PUB DATE- 95

NOTE- 183p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055) Books (010)

DESCRIPTORS- Administration; Elementary Education; *Elementary School Science; Exhibits; Parent Role; Science Education; Science Experiments; *Science Fairs; *Science Projects; Scientific Methodology; Teacher Role

This book is provided as a helpful tool in ensuring a successful and satisfying elementary school science fair. The book clarifies the roles of teachers, parents, and students and provides information about types of projects, practical tips, and possible topics for research. Included are short bibliographies, sample forms (which are teacher reproducible), and a chapter devoted to exhibiting and judging at the fair. Fourteen chapters cover tips to students, the teacher's role in the elementary school science fair, the parent's role in the elementary school science fair, the scientific method, types of projects, exhibiting and judging at the fair, and possible projects in botany, Earth science and geography, engineering, health and behavioral science, mathematics and computer science, microbiology, physical science, and zoology and ethnology. Contains 36 resources and an index. (L2)

ED 381 386

SE 056 192

Technology Learning Activities I.

PUB DATE- 93

NOTE- 34p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)

DESCRIPTORS- *Educational Technology; Elementary Secondary Education; *Learning Activities; *Science Activities; Science Education; *Science Instruction; Technology Education

This guide contains 30 technology learning activities. Activities may contain all or some of the following: an introduction, objectives, materials and equipment, challenges, limitations, notes and investigations, resources and references used, and evaluation ideas. Activity titles are: (1) Occupations in

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (161)
 DESCRIPTORS- Art Education; Childrens Art; Elementary Secondary Education; *Exhibits; Guidelines; International Cooperation; International Educational Exchange
 IDENTIFIERS- United States Society for Education Through Art
 In this paper, the director of the United States Society for Education through Art (USSEA) child art exhibitions presents some issues for future exhibition promoters to consider. A clear, concise list of qualifications and information, should be provided when requesting public submissions of work. Information required may include: name of country; child's age; theme; kinds of media acceptable; size limitations; limit to number of pieces; personal information about the artist; art teacher; school; and deadline. Input from host countries should be considered when selecting an exhibition theme. This theme should be announced early in the process. Establishing U.S. deadlines is an important consideration. Avoid summer deadlines and expect late submissions. Allow only one person or two co-worker individuals to organize the reception and preparation of student work for display. Permissions, publicity arrangements, and follow-up news releases require lengthy preparation and liberal timelines. Standardization of work preparation and mailing procedures should be established. Problematic areas that require future attention include "What constitutes 'Top Quality,'" and "What happens to the work after its submission." (RM)

ED 381 408

SO 024 219

Young, Katherine A.
 Constructing Buildings, Bridges, and Minds: Building an Integrated Curriculum through Social Studies.

PUB DATE- 94

NOTE- 161p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Books (010)

DESCRIPTORS- *Curriculum Development; Curriculum Enrichment; *Integrated Curriculum; Intermediate Grades; Junior High Schools; Learning Activities; Middle Schools; *Social Studies; Student Projects

This book introduces and guides upper elementary and middle school teachers through the process of using major classroom projects to enable integration of the curriculum through social studies. The book describes the excitement of a classroom when the students are working on Washington, D.C. and Latin America projects. Not only do the students develop problem solving and thinking skills, they also learn to collaborate and communicate both orally and in writing. Most important, they become motivated self-learners who carry their quest for learning far beyond the classroom. After an introduction, the book is divided into six chapters. The first is on connections and how to integrate the subject matter. The second describes the designing and planning of the Washington, D.C. project. The third chapter is on the designing and planning of the Latin America project. The fourth is on bridging abilities. The fifth chapter is about a philosophy of creating. The sixth chapter is on reflections and flashbacks and expresses some of the things the instructor learned while designing and implementing the two projects described. The book also contains three appendices: (1) notes on the Washington, D.C. curriculum; (2) notes on the Latin America curriculum; and (3) a project guide of things to

(150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; *Black Studies; Civil Rights; Cultural
Pluralism; *Culture; *Diversity (Institutional); Females;
*Feminism; Higher Education; *Multicultural Education;
Secondary Education; *Women's Studies
IDENTIFIERS- *Bethune (Mary McLeod)

Multicultural education in the 1990s goes beyond the histories of particular ethnic and cultural groups to examine the context of oppression itself. The historical foundations of this modern conception of multicultural education are exemplified in the lives of African American women, whose stories are largely untold. Aspects of current theory and practice in curriculum transformation and multicultural education have roots in the activities of African American women. This paper discusses the life and contributions of Mary McLeod Bethune as an example of the interconnections among feminism, education, and social activism in early 20th century American life. (Author/EH)

ED 381 427

SO 024 678

Lieber, Carol Miller

Making Choices about Conflict, Security, and Peacemaking Part I:
Personal Perspectives. A High School Conflict Resolution
Curriculum. Field Test Version.

SPONS. AGENCY- Missouri Univ., St. Louis. Center for
International Studies.

PUB DATE- 94

NOTE- 424p.; Part 2 projected for 1995 publication.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Cognitive Processes; *Conflict Resolution; Cross
Cultural Studies; *Decision Making; *Global Approach; Global
Education; International Relations; *Multicultural Education;
*Peace; *Problem Solving; Prosocial Behavior; Secondary
Education; Secondary School Curriculum; Security (Psychology);
Teaching Methods; *World Affairs

IDENTIFIERS- Peace Education

This document presents a variety of materials for classroom use to address the issues of conflict, security, and peacemaking. Designed for high school, the lessons are presented from a personal perspective and intended for several learning environments, including: (1) integration into traditional courses; (2) self-contained one to two week units; (3) interdisciplinary units in the humanities; (4) a year's thematic focus; (5) a learning strategy approach; (6) a skill-centered approach; (7) schoolwide conflict resolution programs; and (8) conferences, schoolwide projects, and special events. The topics featured are: (1) "Introduction"; (2) "Security in Your Life" (8 activities); (3) "Dealing with Differences" (12 activities); (4) "Exploring the Nature of Conflict" (11 activities); (5) "Resolving Interpersonal Conflict" (11 activities); (6) "Dealing with Anger and Violence" (13 activities); (7) "Perspectives on War and Peacemaking" (14 activities); and (8) "Tools for Participation, Decision Making, and Problem Solving." Primary documents also are included, as are complete lesson plan procedures. (EH)

ED 381 428

SO 024 681

Peterson, Linda Vrooman; Coopersmith, Nancy
The Montana Social Studies Model Curriculum Guide.

PUB DATE- 93

Lee, Jennifer M.
Effectiveness of the Use of Simulations in a Social Studies
Classroom.

PUB DATE- May 94

NOTE- 68p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Educational Games; Grade 5; Instructional
Materials; Intermediate Grades; Learning Activities; *Learning
Strategies; Models; *Simulated Environment; *Simulation;
*Social Studies; *Teaching Methods

This study discusses the effectiveness of the use of simulations in a social studies classroom. The purposes were to: (1) define a simulation; (2) discuss its origin and underlying educational philosophy that advocates its uses in the classroom; and (3) analyze the current literature available and answer some of the controversial questions posed by education researchers about the educational value of simulations to teach content and factual information. The study describes a field study of two fifth grade classrooms with one as the control group and one the experimental group. The two groups were taught about working conditions, labor unions, and the process of collective bargaining. The study showed that the use of simulations did not inhibit the learning of factual information when compared to the control group taught in the traditional lecture and question-answer mode. The use of simulation brought more significant affective and social awareness to the plight of the laborers in the beginning of the 19th century. The appendix contains the lessons used to teach this unit. Contains 11 references. (EH)

Banks, Dennis N.; Stave, Anna M.
Promoting Curriculum Integration through Example or Practice What
You Preach: A Case Study.

PUB DATE- Nov 94

NOTE- 24p.; Paper presented at the Annual Meeting of the National
Council for the Social Studies (Phoenix, AZ, November 18, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150); Reports - Research/Technical (143)

DESCRIPTORS- *Curriculum Development; *Curriculum Enrichment;
Elementary Secondary Education; English Curriculum; Higher
Education; Instructional Development; *Integrated Activities;
*Interdisciplinary Approach; Preservice Teacher Education;
Social Studies; Teacher Education; *Teaching Methods

This paper reports on a collaborative project with 20 preservice teacher education students to develop methods for working with curriculum integration of English and social studies. A portion of the methods class was team taught and involved the students in the preparation of interdisciplinary units on a young adult novel. This modeling of the process of integration followed a pattern of community building that was reflected in the student work. Through observation and student journal entries, the study showed that a valuable teaching technique was developed. Both students and professors were changed by the experience. (Author/EH)

their classrooms. The activities, organized into five sections, are presented in a standard format of: (1) a brief introduction; (2) a list of objectives; (3) an estimate of required time for the activity; (4) list of needed materials; and (5) step-by-step procedures for the activity. Some activities include suggested follow-up exercises, a list of resources, background information, and masters for student handouts. A list of resources concludes the book. Section 1, "Introducing the Concept of Global Awareness," includes: (1) "Global Connections"; (2) "The Global Kid"; and (3) "What Do We Know About...? What Do We Want to Know?" Section 2, "Studying Human Values," includes: (1) "What are 'American Family Values'?" (2) "Special Ways with Holidays"; (3) "Religion and Values"; (4) "The Trees of Life"; (5) "World Music"; and (6) "Creating Culture Wheels." Section 3, "Studying Global Systems," includes: (1) "What Is a System?" (2) "They've Got the Whole World in Their Hands"; (3) "The Rights of Indigenous Peoples"; (4) "The Communications Network"; (5) "Sharing Our Global Environment"; and (6) "Adventure in Antarctica: A Case Study in Cooperation." Section 4, "Studying Global Issues and Problems," includes: (1) "Global and Local Issues A Survey"; (2) "Biodiversity"; (3) "Democracy at the Turn of the Century"; (4) "Refugees: Has the Welcome Mat Been Pulled?" (5) "Poverty and Population"; and (6) "Sustainable Development." Section 5, "Studying Global History," includes: (1) "Historical Relations"; (2) "The Family Tree of a Language"; (3) "The Spice of Life"; (4) "Potato Power: How One Food Changed the World"; (5) "The Nobel Peace Prize: Conflict in the 20th Century"; and (6) "Humankind's Better Moments." (EH)

ED 381 471

SS 024 849

Nelson, Murry R., Ed.

The Future of the Social Studies.

PUB DATE- 94

NOTE- 86p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- *Educational Objectives; *Educational Philosophy; Elementary Secondary Education; *Foundations of Education; Philosophy; Role of Education; *Social Science Research; *Social Studies

This series of 12 essays examine the role of the social studies, its past and predictions for the future. Following the introduction, the essays are: (1) "The Problem of the Social Studies" (James A. Michener); (2) "Social Studies Is the Heritage of a Nation" (James L. Barth); (3) "Past as Prologue: A Defense of Traditional Patterns of Social Studies Instruction" (James S. Leming); (4) "The Future of Critical Thinking in the Social Studies" (James A. Whitson and William B. Stanley); (5) "The Future of Equity in Social Studies" (Susan Adler); (6) "A Bold Vision for the Future of Social Studies" (Ronald W. Evans); (7) "The Future of Political Participation in Civic Education" (Patricia G. Avery); (8) "Teaching Toward a Global Future and the Future of Global Teaching" (Angene N. Wilson); (9) "A Social Studies Curriculum for the Future 'With Malice Toward None'...?" (Murry R. Nelson); (10) "The Future of Social Studies Certification" (Paul Robinson); (11) "The Future of Research on Social Studies" (James P. Shaver); and (12) "Speculating about the Future of Change in Social Studies: Seeking Answers to Some Basic Questions" (Gerald Marker). (EH)

Strategies; Cultural Influences; *Educational Change;
 Elementary Secondary Education; *English (Second Language);
 Evaluation Methods; *Interdisciplinary Approach;
 *Interprofessional Relationship; Limited English Speaking;
 *Special Education; Staff Development; Student Evaluation
 The need to restructure the relationship between bilingual
 education and special education is examined. Common criticisms
 of special education and changing assumptions underlying it are
 outlined. Models that have been proposed to explain minority
 failure in school as something other than inherent disability
 are analyzed; these models focus on social and cultural factors
 influencing education. Directions for changing the process of
 special education to meet the needs of culturally and
 linguistically diverse students are offered in the areas of
 assessment and intervention. Three primary goals for the
 restructuring of bilingual special education are identified:
 (1) inclusion (conforming the classroom to the needs of all
 students); (2) increased academic performance; and (3) a shift
 from the remedial approach to a diagnostic teaching paradigm,
 with teachers actively involved in assessment and curricular
 adaptation. Four successful program models are described
 briefly. It is argued that new assumptions about special
 education must be adopted for more useful and equitable
 bilingual education, and five new assumptions are presented.
 Recommendations are made for personnel preparation, curricular
 modification, and role changes for mainstream teachers, special
 educators, parents, and students. Contains a 38-item
 bibliography. (MSE)

ED 381 024

FL 022 881

Griffin, Gary A.
 Teachers, Students, and Language: Multiple Language Settings.

Proceedings from a Seminar on Teacher Development and
 Linguistic Diversity. Occasional Paper Series.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Nov 94

NOTE- 74p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Academic Achievement; Change Strategies; *Cultural
 Awareness; *Educational Change; Educational Objectives;
 Elementary Secondary Education; *English (Second Language);
 Family Environment; Language Skills; *Minority Groups;
 *Multilingualism; Research and Development; Teacher Education

This occasional paper gives attention to teaching and learning in
 schools where multiple languages are spoken by students.

Recognition of the growing numbers of language minority English
 learners (LMELs) in schools where English is the sole language
 of instruction underscores the importance of gaining control
 over our understanding of how to recreate schooling in ways
 that will benefit these students intellectually, socially, and
 personally. The paper takes the position that professional
 educators must be mindful of students' home cultures as a
 prerequisite to making meaningful change in schools and
 classrooms. Building upon that knowledge, the paper urges a
 transformation of teaching toward the ends of English language
 competence as well as subject matter competence, linking the
 two through reconsideration of appropriate pedagogy when
 working with LMELs. The paper urges considerable
 reconceptualization of teacher education as an important
 foundation for altering teaching and schooling, and suggests a
 serious rethinking of the features of schooling as a vital

white, and who were reported to be U.S. citizens. The total number in the 1984-85 combined sample was 3,383 and the total in the 1986 sample was 2,435. The results show that graduation rates increased from the 1984-85 cohort to the 1986 cohort. However, those increases were not uniform across all groups. Though the reform effort was designed to prevent abuses against students in revenue sports, the students most positively affected in terms of graduation rates were female student-athletes and male student athletes in nonrevenue sports. Revenue-sport athletes stayed the same or dropped slightly in graduation rates. Students in groups identified as partial qualifiers (less academically qualified for college) showed graduation rate increases in the current system. The data are presented in six tables and seven figures. (JB)

ED 381 046

WE 028 165

Benson, Martin T., Ed.

A Statistical Comparison of College Graduation of Freshman Student-Athletes before and after Proposition 48. NCAA Research Report 92-02.

PUB DATE- Jul 93

NOTE- 48p.; For related documents, see WE 028 164 and 166.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Admission Criteria; *Athletes; Black Students; *College Athletics; College Entrance Examinations; *College Graduates; College Students; Comparative Analysis; *Eligibility; Grade Point Average; *Graduation; Higher Education; Intercollegiate Cooperation; Tables (Data); White Students

IDENTIFIERS- *National Collegiate Athletic Association Rule 48; Reform Efforts

This study compares college student-athlete graduation rates before and after implementation of National Collegiate Athletic Association Proposition 48, which reformed initial-eligibility rules for college athletes, requiring that they have achieved minimum high school grade point averages (at least 2.0 on a 4.0 scale) in core courses and minimum college entrance examination test scores (700 on the SAT or 15 on the ACT) to be eligible for college athletics during their first year. The study analyzed data covering the college careers of 3,380 student-athletes admitted to Division I schools in 1984-85 (before the reforms were implemented) and 2,435 student-athletes in a 1986 cohort. Comparison of the two cohorts found that overall graduation rates for student-athletes significantly increased between the 1984-85 and 1986 cohorts. Test scores, core-course grade point averages, and other indicators of high school academic performance also showed significant increases between 1984-85 and 1986. When high school academic performance variables were included as covariates, there remained no direct effect of cohort groups. Results are also analyzed in terms of gender and race. Overall the significant graduation-rate differences between cohorts can be considered a direct function of higher initial test scores and grade point averages. Several tables and figures displaying study data are appended. (Contains 23 references.) (JB)

ED 381 045

WE 028 166

Benson, Martin T., Ed.

Cohort Trends in College Academic Performances of 1984-88

This report presents the results of a survey of 4,800 students who obtained bachelors degrees in physics and 190 students who obtained bachelors degrees in astronomy in 1993. Of the physics bachelors, 37 percent planned to pursue graduate study in physics or astronomy, 22 percent planned to pursue other graduate study, 37 percent planned to seek employment, and 4 percent had no immediate plans. Nearly 90 percent of the physics bachelor degree holders had taken physics in high school. Women receiving physics bachelors degrees were just as likely to pursue graduate study as men. Physics bachelors choosing graduate study in physics were more likely to receive departmental support than those going on to advanced study in other disciplines. Employer demand for individuals with bachelors degrees in physics remains low and the proportion receiving multiple job offers has declined. The trend toward more industrial service jobs has continued. The 59 departments that offered bachelor degrees in astronomy in 1993 conferred 190 such degrees. Fifty-one percent of the astronomy bachelors planned to pursue graduate study in astronomy or physics, 6 percent planned to pursue other graduate study, 34 percent planned to seek employment, and 9 percent were undecided. (RDM)

ED 381 063

WE 028 186

Bavaro, John A.

Faculty Perceptions of Scholarship and Its Measures at One School of Education.

PUB DATE- 27 Mar 95

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Definitions; Employment Experiences; *Faculty Evaluation; Faculty Promotions; *Faculty Publishing; Higher Education; Morale; Publish or Perish Issue; *Scholarship; Seniority

IDENTIFIERS- *Faculty Attitudes

This study investigated how scholarship was viewed by 16 faculty members with varying years of experience and publication rates. In-depth interviews were conducted with randomly selected faculty from four departments within the school of education. The study found that faculty members with lower rates of publication indicated that the current view of scholarship, centered on research and publication, was problematic, regardless of their years of experience. They also thought that the role of scholarship was at odds with teaching. In contrast, faculty with higher rates of publication, regardless of years of experience, were of the opinion that the current view of scholarship is appropriate. The results suggest the need for mentoring programs for junior faculty members, the need to explore issues related to faculty morale, and the need to explore the perceived lack of confidence in the current system to adequately evaluate scholarly merits. (Contains 35 references.) (RDM)

ED 381 064

WE 028 187

Bavaro, John A.

A Review of the Construct of Scholarship in the Literature.

PUB DATE- 27 Mar 95

NOTE- 38p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

by 180 scholars and representatives from 30 countries. The conference's official statement, the Sinia Statement, follows an introduction. The Statement calls for a new understanding between universities and society and a reaffirmation and revitalization of the principles of academic freedom and university autonomy in light of the current profound social changes and demands placed on institutions of higher education. Covered in the account of the proceedings are the opening of the conference, development of its working document, description of key-note speeches, summaries of working group debates with their preliminaries and conclusions, description of the closing session and of the adoption of the Statement. Also included are descriptions of round-table discussions of a United Nations Educational, Scientific, and Cultural Organization (UNESCO) study on the status of higher education teaching personnel, and description of a discussion of implementation of the European Universities Network. Final sections contain the text of the conference's working document, "Academic Freedom and University Autonomy," and the discussion and description of the observation of the 20th anniversary of the European Centre for Higher Education. (Contains 12 references.) (J8)

ED 381 084

WE 028 222

Academic Freedom and University Autonomy. Papers on Higher Education Series.

PUB DATE- 93

NOTE- 320p.; For a related document, see WE 028 221.

LANGUAGE- English; French

EDRS Price- MF01/PC13 Plus Postage.

PUB TYPE- Books (010); Collected Works - General (020)

DESCRIPTORS- *Academic Freedom; Case Studies; College Faculty; College Instruction; College Role; Foreign Countries; Higher Education; *Institutional Autonomy; Models; School Community Relationship; Social Change

This volume contains speeches and papers given at the International Conference on Academic Freedom and University Autonomy held in Sinia, Romania, May 5-7, 1992. Section 1 contains introductory addresses by Federico Mayor, Maitland Stobart, Hinrich Seidel, and Walter Kamba. Section 2 contains 18 papers that address connotations and challenges of academic freedom and university autonomy. Among topics discussed in this context are human rights and academic freedom, the development of international standards concerning the status of higher education teaching personnel, continuing education, leadership, the advancement of knowledge, accountability in multi-university national systems, tensions between public universities and state governments, and academic freedom in the United States. Section 3 contains nine case studies involving the following nations: Hungary, Poland, Russia, Turkey, the United States, Spain, Serbia, and Macedonia. This section also includes three papers on market mechanisms in higher education in the nations of Norway, Poland, and the United States. Also in Section 3 are four papers on the social responsibilities of higher education. Section 4 contains the conference's closing address by Marco Antonio R. Dias. (Some papers contain references.) (J8)

ED 381 085

WE 028 223

Perre, J. Van der
University Profiling and Identity. Papers on Higher Education Series.

tenure status and tenure rates for faculty by gender and race/ethnicity. Highlights of the data include: (1) only 22 percent of the Hmong population and 43 percent of Cambodians finished high school, compared with more than 80 percent of Asian Indian, Japanese, Indonesian, and Pakistani individuals; (2) representation of Asian Americans in higher education grew from two percent in 1976 to four percent in 1988; (3) most Asian-American students attend public institutions; and (4) from 1979 to 1989 the number of bachelor's degrees conferred to Asian Americans more than doubled and the number of master's degrees earned by Asian Americans nearly doubled. Contains 10 end notes, information about 3 data resources, and 15 references. (JDB)

ED 381 104

WE 028 242

El-Khawas, Elaine

Senior Faculty In Academia: Active, Committed to the Teaching Role.

PUB DATE- 91

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Rank (Professional); *Aging in Academia; *College Faculty; Colleges; Faculty Publishing; Full Time Faculty; Higher Education; Job Satisfaction; *Middle Aged Adults; Productivity; *Profiles; Tables (Data); Teacher Attitudes; *Teacher Characteristics; Teaching (Occupation); Tenure; Two Year Colleges; Work Attitudes; Young Old Adults

This research brief offers a profile of full-time college and university faculty who are 50 years of age or older, paying particular attention to their teaching activities and attitudes toward teaching. Data are presented on: the proportion of the professoriate that are senior faculty; changes in the age profile of college faculty between 1973 and 1989; composition by gender, race, and academic rank; career milestones such as tenure and publication activity; regular activities of senior faculty; differences in activities of faculty at two-year and four-year institutions; attitudes toward teaching and research; satisfaction with their work; and plans for the future. The profile suggests that today's faculty include large numbers of older faculty, most of whom have been at the same institution for 20 or more years. Most senior faculty are productive, contributing members of the academic professions, who are particularly active and interested in teaching undergraduates. Senior faculty are predominantly white and male and are likely to continue in their positions for another decade or two. Implications of the data are outlined. Contains 4 end notes, descriptions of 4 data sources, and 17 references. (JDB)

ED 381 105

WE 028 243

Andersen, Charles J.

Endowments: How Big and Where.

PUB DATE- 91

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Numerical/Quantitative Data (110)

DESCRIPTORS- Educational Finance; *Endowment Funds; Higher Education; *Income; *Private Colleges; *Public Colleges; School Funds; Tables (Data); *Trend Analysis; Universities

leadership and the presidency, offer a framework for directing the institution. Chapter 5 is on academic operation and chapter 6 on analysis of the array of administrative functions and representational entities. Both these chapters identify complexities of university operation that place a premium on patience and skill. Part 2 deals with various aspects of the acquisition and management of university resources. Chapters cover budgets and budgeting systems, revenues and enrollments, tuition, fees, and financial aid, and academic resources and facilities. Part 3 brings together issues of university academic focus and quality in three chapters on graduate education, university research and scholarship, and quality standards and assessment, respectively. Part 4 focuses on strategic issues and coordination in chapters on efficiency and productivity, retrenchment, restructuring and "re-engineering." The final chapter considers the capstone question of defining and achieving strategic direction for the university as a whole. (Contains 148 references and an index.) (JB)

ED 381 123

IR 016 685

Leverence, Mari Ellen

Time-Tested ERIC Bibliographic Instruction (BI): Give Them a Pole and Teach Them To Fish (Fiche).

PUB DATE- 10 May 94

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Libraries; Higher Education; Information Retrievals; Information Seeking; *Library Instruction; Library Skills; *Online Searching; *Optical Data Disks; *Search Strategies; Users (Information)

IDENTIFIERS- *ERIC

This article outlines an Educational Resources Information Center (ERIC) CD-ROM bibliographic instruction (BI) session at an academic library, which is intended to produce knowledgeable and competent ERIC searchers. The 1.5 hour lecture session includes: a basic introduction to the ERIC database; narrowing down a search topic; using the thesaurus and keyboard function keys; and formulating a search strategy, including Boolean logic and Venn diagrams. The lesson plan outline, search strategy form, and strategies for teaching students how to access ERIC are provided. Techniques and strategies things which have proven to be unsuccessful in previous BI sessions are discussed, including searching without development of a strategy, searching free-text, and walk-in BI clients. Commentary on what works in a BI session includes formal sessions, strategy development prior to searching, and use of the library's search form and ERIC thesaurus. An appendix contains the "ERIC Bibliographic Instruction Outline." (HAS)

ED 381 124

IR 016 878

Technology Update--1994: New York State Public Schools.

PUB DATE- Jul 94

NOTE- 9p.; This article appeared in "Technology Applications Quarterly," Summer 1994.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Numerical/Quantitative Data (110)

DESCRIPTORS- Computer Networks; Computer Printers; *Computers;

their classes. Students were given computers to use in their homes for the duration of the project and were able to use computer software for assignments and link with their teachers using electronic communications tools. (2) Project Schoolroom teachers also worked in teams, but did not have the same access to computer technology. Teacher teaming, getting to know the students better, and an interdisciplinary approach were the main features of this group. (3) Regular School teachers and students served as the control group, with the students receiving traditional instruction from teachers following their usual lesson plans. This project summary evaluation report represents information gathered from two written surveys of all participating students, interviews with teachers in each of the experimental groups, and an evaluation of selected exemplary curricular products, including student projects. In addition, student grades in each of the four courses under study, cumulative grade point averages, attendance records, student performance on criterion referenced examinations and student demographics were examined. Major findings include: (1) demographic and prior achievement levels of students in the Project Homeroom, Project Schoolroom, and Regular School varied little; (2) students in the Project Schoolroom group tended to achieve statistically significantly higher grades than the students in the other groups in each of the four subject areas considered; (3) Project Schoolroom students tended to be absent less than their counterparts; (4) teacher teaming provided direct benefits to both teachers and students; and (5) participating teachers found it difficult to integrate computer technology, and plan long-term interdisciplinary units, into the curriculum given the current constraints of standard curriculum and Criterion Referenced Test (CRT) assessment. Results are illustrated in 13 figures. (Contains 22 references.) (MAS)

ED 381 141

IR 017 063

Clarfana, Roy B.

Media Research with a Galvanic Skin Response Biosensor: Some Kids Work Up a Sweat!

PUB DATE- 92

NOTE- 18p.; Showcase of Achievement presentation at the Annual Convention of the Association for Educational Communications and Technology (Washington, DC, February 8, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Data Analysis; Educational Testing; *Grade 6; Graphs; Intermediate Grades; *Media Research; *Microcomputers; *Patterned Responses; *Printed Materials; Standardized Tests; *Student Reaction; Tables (Data); Videotape Recordings

IDENTIFIERS- *Galvanic Skin Response

This study considers the galvanic skin response (GSR) of sixth-grade students (n=20) using print, video, and microcomputer segments. Subjects received all three media treatments, in randomized order. Data for analysis consisted of standardized test scores and GSR measures; a moderate positive relationship was shown between cumulative GSR and standardized test scores. The higher achieving students obtained higher GSR values. Patterns of arousal with each media were identified by analysis of variance with repeated measures; the patterns of response towards the print and microcomputer treatments were very similar, and both were dissimilar from the pattern of response for video. Video obtained the highest GSR response initially,

different types of libraries. The relevance of the course to other courses and to library science is noted, and a list of the required texts on reserve is provided. The assignments during the semester are: (1) coordination of an orientation or tour; (2) lecturing on a specific subject; (3) designing a poster or sheet that explains how a library source or system works; (4) writing a term project/final examination which consists of a selection of one of the following projects: a library orientation audio or video tape, workbook, annotated bibliography, tracer bullet (mini-bibliographies), syllabus for a full-credit college course, curriculum for bibliographic instruction in a school media center, or a proposal for a bibliographic instruction program in a public school or academic library; and (5) class participation. Assignments are broken down into percentages of the total grade. A course outline presents weekly topics, required readings, and recommended readings. (AEF)

ED 381 160

IR 055 437

Adams, Judith A.; And Others

Electronic Information Access Technologies: A Faculty Needs Assessment.

SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.

PUB DATE- May 93

NOTE- 93p.; Some pages contain filled-in type.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Libraries; *Access to Information;

Administrators; *Attitude Measures; *College Faculty; Computer Uses in Education; Expenditures; Higher Education; Information Technology; Interlibrary Loans; Library Collection Development; *Library Collections; Library Cooperation; *Needs Assessment; Scholarly Journals; Shared Resources and Services; Surveys; Use Studies

IDENTIFIERS- Document Delivery; Remote Access; *State University of New York

This report presents the results of a survey of the information needs, attitudes, and expectations of faculty, administrators, and other academic professionals in the four University Centers of the State University of New York. The study sought current faculty views on information technology and access, library collections, cooperative collection development, and library resource sharing. Findings include: (1) the most common obstacle to use of electronic information resources for faculty is a lack of knowledge about what is available, rather than lack of funds; (2) user training is a high-priority need; (3) faculty access to computers, modems, and printers, and use of electronic information sources are high, and access to campus networks is less than optimal; (4) humanities faculty, in comparison with faculty in social science, science, and in the Professional Schools, have significantly less access to computer and communications equipment and software, and to the campus network; (5) a majority of respondents report that their campus library contains 75% or more of the key items in their field; (6) 79% report using interlibrary loan (ILL), but a majority do so only infrequently; (7) 40% report that they would use an expedited document delivery service only if it were free; (8) acceptable ILL delivery times for books and journals differ slightly, but in both instances faculty expectations remain relatively modest; (9) respondents express an interest in initiating a wide variety of library

(OPAC). An "integrated" library system is an automated system in which all of the function modules share a common bibliographic database. There are several ways the integration of a system can be accomplished. The library can: (1) buy an integrated system from a single vendor; (2) purchase a variety of modules from different vendors and interconnect them; or (3) implement any number of purchased modules, then connect them to sources of information outside the library. Advantages of an integrated system include: duplication of effort in creating multiple copies of bibliographic records is eliminated; opportunities for errors are reduced when records are entered only once; and library staff and patrons can have access to all pertinent information at one location. Information is provided on the selection of an integrated system, implementation and management issues, and future trends in integrated library systems. A comparison is made between off-the-shelf and customized systems. (Contains seven references.) (NAS)

ED 381 180

JC 940 649

Ehrmann, Stephen C.; And Others

The Future of Post-Secondary Education and the Role of Information and Communication Technology: A Clarifying Report.

PUB DATE- 25 Oct 94

NOTE- 132p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Computer Networks; *Computer Uses in Education; *Distance Education; Educational Assessment; *Educational Change; *Educational Technology; Faculty Development; Foreign Countries; Information Networks; Postsecondary Education; Teaching Methods; Technological Advancement

Most countries participating in the Organisation for Economic Co-operation and Development are faced with rapid economic and socio-cultural changes and growing demands for education and training. Postsecondary education faces the challenge of providing high-quality education for all adults who need it in a cost-effective manner. One of the most promising ways seems to be to develop self-directed learning at a distance. The status of distance education versus face-to-face education is changing rapidly for five important reasons: (1) the cost of self-instruction will be lower than that of comparable face-to-face courses over the long run; (2) although open and flexible learning institutions are gaining acceptance, distance learning has been seen as peripheral and of lower status than traditional education creating obstacles for the mobility of students between modes; (3) distance learning institutions have pioneered pedagogical innovations and forms of cooperation by teams of university teachers to design interdisciplinary courses; (4) good distance learning programs afford better student-teacher interaction than traditional lectures; and (5) technology is breaking down barriers of distance allowing students involved in the same course to communicate and form a virtual classroom. Technology is not only transforming distance education, but also conventional face-to-face education, by providing students with new possibilities for self-instruction. The introduction of technology in both distance and face-to-face education is a complex process that will be influenced by the combination of factors like ethos and culture. Contains 29 references. (KP)

ED 381 181

JC 950 037

Quality Initiative," by George A. Baker, III, and Ann V. Dety.
Contains 58 references. (KP)

ED 381 197

JC 950 180

Phillippe, Kent A., Ed.

National Profile of Community Colleges: Trends & Statistics, 1995-1996.

PUB DATE- 95

NOTE- 93p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Administrators; Associate Degrees; Census Figures; *College Faculty; *College Outcomes Assessment; *Community Colleges; *Educational Finance; Educational Trends; *Enrollment; Enrollment Rate; Expenditures; Income; Labor Market; National Surveys; Salaries; Staff Utilization; Statistical Data; Student Characteristics; Student Costs; Student Financial Aid; Tables (Data); Teacher Salaries; Two Year Colleges; *Two Year College Students

Drawing information provided by regional accrediting agencies and from the American Association of Community Colleges' database, this publication provides a broad statistical overview of the all public and independent two-year colleges in the United States using extensive tables, charts, and graphs. Chapter 1 includes information on the number of community colleges by type of control; a comparison of public community colleges and public four-year colleges in term of headcount enrollment, freshmen and minority enrollments, average expenditures, average annual tuition, and average federal aid amount per student; estimated percentage of state populations over age 17 attending community colleges, and number of community colleges by state. Chapter 2 focuses on student enrollment and student characteristics, including attendance status, sex, racial/ethnic background, and age, and distribution of reported disabilities. Chapter 3 looks at indicators of community college impact, including remedial/developmental education, involvement in workforce training, associate degrees conferred, degrees conferred on international students, programs with excellent job prospects, median income, and transfer rate. Chapter 4 focuses on student tuition, fees, and financial aid. Chapter 5 explores institutional revenues and expenditures, and provides information on community college employees, including type of work, sex, employment status, and salaries. Finally, chapter 6 provides an essay on the future of the community college. (KP)

ED 381 198

JC 950 181

Analysis of Enrollments, Fall Quarter (FY 1994-95), with Comparative References to Historical Trends.

PUB DATE- Nov 94

NOTE- 133p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Community Colleges; *Enrollment Rate; *Enrollment Trends; *Intellectual Disciplines; Statistical Data; *Student Characteristics; Tables (Data); Trend Analysis; Two Year Colleges; *Two Year College Students

IDENTIFIERS- Sinclair Community College OH

Fall 1994 enrollment data for Sinclair Community College (SCC), Ohio, are presented and analyzed in this report. The report

IDENTIFIERS- *Golden West College CA

During the 1994-95 academic year, a task force on underpreparedness was convened at Golden West College, in Huntington Beach, California, to address the large number of students underprepared for college work. The task force examined records from the 1992-93 and 1993-94 academic years with regard to student academic status, gender, race/ethnicity, primary language, time out of school, performance in math and English courses, high school grade point average (GPA), number of hours of employment, importance of college to both the student and people close to the student, and basic skills performance. This information was matched with data collected during an assessment process. Using students' probation/disqualification (P/D) status as the primary indicator of student underpreparedness, study results indicated the following: (1) for each year examined, about 83% of enrolled students maintained good academic standing, 14% were on academic P/D, and 3% were on progress P/D; (2) there were no important differences in terms of student gender or primary language in terms of P/D rates; (3) P/D rates for Pacific Islander and African American students were notably higher than the rates for other racial groups; (4) native English speakers were more likely to be on P/D if they were in school at the time of assessment or had been out of school for a short time, had a lower high school GPA, or enrolled in a higher number of units; and (5) non-native English speakers were more likely to be on P/D if they had a low math or English grade, and were still in or had been out of school for a short time. The assessment instrument and 20 data tables are included. (MAB)

ED 381 215

JC 950 210

Armstrong, William B.; Barnes, Randall A.

Transfer: Data, Definitions, and Eligibility in the San Diego Community College District.

PUB DATE- Apr 95

NOTE- 15p.; Paper presented at the Annual Convention of the American Association of Community Colleges (75th, Minneapolis, MN, April 22-25, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Basic Skills; *College Outcomes Assessment; *College Transfer Students; Community Colleges; Higher Education; Institutional Research; National Surveys; *Research Methodology; *Sample Size; Two Year Colleges

IDENTIFIERS- San Diego Community College District CA; *Transfer Rates (College); Transfer Studies

In reports on transfer outcomes to the state Board, the San Diego Community College District (SDCCD) regularly uses the definition of transfer developed by the Center for the Study of Community Colleges' Transfer Assembly (TA). This model does not consider student intent in the pool of transfer-eligible students. In response to concerns by some SDCCD leaders that the inclusive nature of the TA definition was artificially lowering transfer rates, a project was undertaken to examine transfer outcomes for cross sections of District students based on transfer-level courses completed, units completed, degree status, and intent to transfer. Project findings included the following: (1) the 1995 TA study derived a national transfer rate of 21.30%, 18.5% for California, and 16.1% for SDCCD; (2) for first-time fall 1988 SDCCD students who expressed an educational goal of transfer (n=4,481), 643 were transfer

report describes the evaluation of the screening component of the program, which served 7,250 children. Next, evaluation of the Parents as Teachers program is described. The report then describes the Early Learning Center (ELC) program. The report concludes with tabulations of screenings, parent perceptions, PAT enrollment and characteristics, ELC teacher and parent perceptions, and ELC participant characteristics. ELC District locations and ELC child observation record variables are appended. (WP)

ED 381 232

PS 022 929

Bekovic, Maja

The Role of Parents in the Development of Child's Peer Acceptance.

PUB DATE- 92

NOTE- 125p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Information Analyses/State-of-the-art

Materials (070), Reports - Research/Technical (143)

DESCRIPTORS- Child Rearing; *Children; Comparative Analysis; Family Environment; *Interpersonal Competence; *Parent Child Relationship; *Peer Acceptance; Peer Relationship; *Predictor Variables; Prosocial Behavior; Rejection (Psychology); *Social Cognition

IDENTIFIERS- Parenting Styles

One of the most important tasks of childhood is to develop and maintain socially competent relationships with peers. Some children are easily accepted and liked by their peers, while other children experience problems in their relationship with peers and are rejected by the peer group. This book provides a comprehensive overview of the factors that cause or contribute to the development of peer acceptance or rejection. In addition to the child's social behavior and social cognition, special attention is given to the child's family and the aspects of the parent-child relationship that are important for acquiring competence needed for successful peer-relations. The book also describes a recently completed study of children's level of social cognitive development and prosocial behavior as a predictor of peer status, and parents' cognitive and behavioral functioning as a predictor of children's level of social cognitive development and social behavior. Results indicate that: (1) the maturity in reasoning about the social world, positive orientation toward others, and sensitivity to others' distress are salient characteristics of children who are popular in their peer group at school; (2) the differences between popular and rejected children seem to increase with age; and (3) parents who are able to view the parent-child relationship at a higher level, who are supportive of their children, and who tend to use more indirect rather than restrictive control to influence their child's behavior, are more likely to have socially competent children. The book also offers guidelines for planning and implementing successful interventions and for helping children who experience problems with peer relations. (NTA)

ED 381 233

PS 022 939

Stauberg, Susan Schiffer

The Pregnancy & Motherhood Diary: Planning the First Year of Your Second Career. Revised and Updated.

PUB DATE- 93

NOTE- 290p.

LANGUAGE- English

children under age 6 lived in low-income families in 1992; (6) 18 percent of all poor children under age 6 in 1992 lived with unmarried mothers who worked full-time or with married parents, at least one of whom had a full-time job; (7) the odds of being poor increase for children under age 6 living with unmarried mothers; (8) young children with better-educated parents are much less likely than others to be poor; and (9) public assistance or full-time employment does not guarantee that families will not be poor. (MDM)

ED 381 252

PS 023 107

Ransome, Whitney, Ed.; And Others
Raising Confident, Competent Daughters: Strategies for Parents.
PUB DATE- 95

NOTE- 17p.; Photographs may not reproduce clearly.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Academic Achievement; *Athletics; *Daughters; Elementary Secondary Education; Mathematics Achievement; Parent Child Relationship; Parent Participation; *Parent Role; Peer Relationship; *Science Activities; *Self Esteem; Sex Fairness; Sex Stereotypes

This booklet contains five essays designed to help parents raise confident, competent daughters. They focus on ways that parents can help their preadolescent and adolescent daughters: (1) speak up in class, articulate their thoughts, and speak with self-confidence in various academic and social situations; (2) develop an interest and aptitude for mathematics and science; (3) develop healthy peer relationships during the transition through adolescence; (4) participate in sports that allow them to develop physical fitness, determination, self-esteem, strategic thinking, and teamwork; and (5) develop self-esteem and self-confidence through discussions of gender roles and stereotypes portrayed in the family, literature, the mass media, and school. Specific activities that parents can undertake with their daughters are presented. (MDM)

ED 381 253

PS 023 108

Fore, David A.; McLeod, Terry M.
Using "Developmentally Appropriate Practice" (1987) for Teacher Self-Assessment and Attitudinal Congruence: Summative Results.
PUB DATE- 94

NOTE- 13p.; For a related document, see ED 345 843.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Elementary Education; *Elementary School Teachers; Evaluation Methods; Graduate Students; Preschool Education; *Self Evaluation (Individuals); *Teacher Attitudes; *Teacher Evaluations; *Teaching Methods; Test Reliability; *Test Validity
IDENTIFIERS- *Developmentally Appropriate Programs

This paper presents the results of a 3-year study that examined the efficacy of using the National Association for the Education of Young Children's (NAEYC) "Developmentally Appropriate Practices" (DAP) guidebook for assessment purposes. It surveyed 49 kindergarten and primary grade teachers and 123 graduate education students enrolled in early childhood graduate courses, using the 23-item and 37-item appropriate-

Child G-Set (CCG) at the ages of 7, 10, and 12 years. Cluster analysis on these five personality dimensions in three measurement waves resulted in three clusters. The clusters were very similar to personality types found by Robins and others (1994) in American boys. Following the Robins study, Cluster 1, consisting of a nearly equal number of boys and girls, was called Overcontrollers; Cluster 2, consisting of mostly girls and a few boys, was called Resilients; and Cluster 3, consisting of mostly boys and a few girls, was called Undercontrollers. The clusters differed in ego-resiliency and ego-control as well as in level of the big five personality dimensions over the investigated age episode. Furthermore, the clusters differed on school competence, intelligence, and acceptance and rejection by classmates. Results indicated a remarkable similarity between the three cluster types to those found in the Robins study. (Author/DR)

ED 381 272

PS 023 188

de Wolff, Alice
Strategies for Working Families.

PUB DATE- May 94

NOTE- 103p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Child Caregivers; Child Rearing; Collective Bargaining; Comparative Analysis; *Day Care; Developed Nations; *Economic Factors; Economic Impact; *Employed Parents; Employer Supported Day Care; *Family Work Relationship; Fathers; Foreign Countries; Mothers; *Parent Responsibility

IDENTIFIERS- Canada; Elder Care; Flexible Work Organization; Maternity Benefits; Parental Leave; *Stress (Biological)

In recent years, Canadians have lived with government and corporate economic policies that have pushed down wages, intensified work, created high unemployment, eliminated some industrial sectors while creating others, increased part-time employment, and reduced government services. The consequences have destabilized the personal lives of most workers and brought about a crisis based on incompatibility between family lives and workplace demands. This book examines this tension between family life and work. The five chapters of this book are structured around workplace and collective bargaining solutions to these problems; each chapter includes a list of key resources and endnotes. Chapter 1 describes the dramatic changes in the relationship between employment and caring responsibilities, including a discussion of myths about family responsibilities and a "Working Family Workplace Checklist." Chapter 2 discusses various family leave options, such as parental leave, adoption leave, vacation, and family responsibility leave. Chapter 3 discusses flexible work schedules, job sharing, and working at home. Chapter 4 describes workplace services such as child care and elder care. Chapter 5, titled "Flexible Workplaces, Not Infinitely Flexible Workers: Bargaining and Lobbying Strategies," suggests strategies and recommendations for bargaining for working families. Two appendices provide an international comparison of women in the workforce and a discussion of family-related leave and benefits in Canada. (DR)

ED 381 273

PS 023 189

Hatch, J. Ames, Ed.

communication between home and school, and some include designated portfolio samples with format suggestions for collection throughout the school year. The five units are: (1) Self; (2) Fall; (3) Day/Night; (4) Winter; and (5) Castles. Each unit includes a bibliography. (MTH)

ED 381 292

PS 023 300

Phillips, Carol Alexander
Early Childhood Activities in State Departments of Education.
PUB DATE- 92

NOTE- 27p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Reports - General (140)

DESCRIPTORS- Certification; Child Caregivers; Early Childhood Education; *Early Intervention; *Educational Change; *Educational Policy; *Integrated Services; *School Readiness; State Departments of Education; State Surveys

IDENTIFIERS- Child Care and Development Block Grants; National Education Goals 1990; Project Head Start

This report describes early childhood activities of state departments of education, identifying and discussing six areas of activity that were determined to be significant. These six policy areas, which were identified as emerging as focal points of early childhood activity, were: (1) the School Readiness Education Goal; (2) passage of the federally funded Child Care and Development Block Grant (CCDBG); (3) public school collaboration with Head Start; (4) state training and credentialing of early childhood staff; (5) early intervention efforts for special needs children; (6) recent changes in public school preschool, kindergarten, and early elementary programs. States were surveyed regarding their activity in each of these areas. Responses indicate that: (1) public school activities in early childhood education have been wide-ranging, intense, and varied; (2) states have proposed basic changes in the structure of schools, created new programs, and significantly increased their collaboration across agencies; and (3) the workload at the state-agency level, where states have at best a handful of early childhood education personnel who struggle with priorities, will increase. (Contains 38 references.) (DR)

ED 381 293

PS 023 301

Miller, Shelby W.; And Others
Family Support in Early Education and Child Care Settings: Making the Case for Both Principles and Practices.

PUB DATE- 93

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Agency Cooperation; Coordination; *Day Care; Early Childhood Education; Family (Sociological Unit); *Family Programs; History; Integrated Services; Planning; Prevention; Program Descriptions; Social Services

IDENTIFIERS- *Family Support; Historical Background; Program Characteristics; Self Sufficiency

As early childhood programs face the challenges of becoming more comprehensive, better coordinated with other service providers in the community, and better attuned to the importance of

in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- American Indian Culture; *American Indians; Communication Problems; Cultural Differences; *Disabilities; Elementary Secondary Education; *Intercultural Communication; Parent Materials; *Parent Participation; *Parent Role; Parent Teacher Conferences; Special Education

IDENTIFIERS- *Communication Strategies; *Service Providers

This paper provides Indian parents of children with disabilities with information from the Education for Parents of Indian Children with Special Needs Project concerning communication between Indian parents and non-Indian service providers. Five basic strategies for effective communication are reviewed: (1) when you do not understand, ask for clarification; (2) share information to help the professional understand; (3) when you like something, make positive statements; (4) tell the service providers your thoughts, especially when you do not agree; and (5) at the end of a meeting, review information shared and commitments made to be sure that everyone understands the same thing. The valuable role that parents can play in advocating for their children's health and educational programs is explained. The paper notes that the involvement of parents of children with disabilities in educational decision making is legally mandated, explicitly points out cultural differences between Indians and non-Indians in communication behaviors and respect for authority, as well as discusses expectations of service providers concerning parents' behavior and of parents concerning professionals' behavior. (SV)

ED 381 310

NC 020 031

Rinner, Sam; And Others

Benefits of Cultural Immersion Activities in a Special Education Teacher Training Program.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED). Washington, DC.

PUB DATE- Mar 95

NOTE- Sp.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- American Indian Culture; *American Indian Education; Anglo Americans; College School Cooperation; *Cross Cultural Training; *Cultural Awareness; Disabilities; Elementary Secondary Education; Higher Education; Intercultural Communication; *Navajo (Nation); *Preservice Teacher Education; *Special Education Teachers; Teacher Attitudes

IDENTIFIERS- Kayenta Unified School District AZ; Native Americans; Northern Arizona University

The Rural Special Education Project (RSEP) is a school-based, special education teacher preparation program located on the Navajo Reservation. The program, which is a partnership between

success is derived from creativity, resourcefulness, persistence, thrift, and scavenging. The entire staff refused to accept an image of poverty and low morale and shifted to a resource-rich perspective. This paper outlines five major resource areas tapped by the district and offers suggestions for similar efforts. These resource areas include: (1) grants for technology funding from state agencies and private foundations; (2) cash awards and other recognitions; (3) partnerships with businesses (providing funds or goods and services at reduced rates) and links to universities (providing staff training, technical assistance, and coordination of consortium building); (4) public support spurred by publicity; and (5) discarded materials and other types of assistance requested from corporations and individuals. (SV)

ED 381 326

RC 020 047

Williams, Ellen U.; And Others
Distance Education As a Future Trend for Pre and Inservice Education.

PUB DATE- Mar 95

NOTE- 9p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Distance Education; *Faculty Development; Higher Education; Information Technology; Inservice Teacher Education; Preservice Teacher Education; *Rural Education; Rural Schools; *Special Education; *Teacher Education; *Telecommunications

IDENTIFIERS- Bowling Green State University OH; Internet
Inservice training and staff development for rural schools are complicated by limited access to advanced training programs, limited financial resources, and a high attrition rate among rural educators. One way in which rural schools and universities can collaboratively work to fill this void is through distance education, which can help rural schools offer courses for which a certified teacher is not available, or deliver inservice training for faculty and staff. Because there are a number of distance education technology systems available, it is important that rural schools consider which system best meets their needs. One example of a rural training program that uses distance education in Project CREST (Collaboration in Rural Education for Special Teachers), undertaken by the Department of Special Education at Bowling Green State University (Ohio). Project CREST provides preservice and inservice training in special education service delivery and problem solving appropriate to rural areas. CREST faculty spend 1 week each month on site with participants. During the remaining 3 weeks, the Internet is used for videoconference transmission. Participants demonstrate competencies and skills at practicum sites. Since there are typically no long distance telephone charges, use of this configuration may provide a low-cost approach to the delivery of professional training in rural schools. (TB)

ED 381 327

RC 020 048

Morgan, Robert L.; And Others
Outcome-Based Education and the Special Education Learner.

poverty which have fewer learning materials at home such as books and computers, and their parents are more likely than others to have low educational levels and to be unemployed and are less likely to provide adequate mentoring or role models for mathematics and science learning; and (3) these minority students are more likely to attend disadvantaged schools where the overall academic and supporting environments are less conducive to learning, suffer from the lack of persistent effort and active involvement in school, and are in low-track achievement groups. Appendices include data tables; National Center for Education Statistics (NCES) Databases for Studies of Science and Mathematics in Education; Specification of Variables Used in the Study; and a table of Correlation Coefficients for Contextual and Process Variables. (Contains 44 references.) (MKR)

ED 381 343

SE 055 994

Lane, Jean.
Selected Materials from a Calculator Enhanced Instruction Project by an Expanded Consortium of New Jersey and Pennsylvania Educational Institutions.

SPONS. AGENCY- National Science Foundation, Washington, DC. Div. of Undergraduate Education.

PUB DATE- Oct 94

NOTE- 123p.; Type is illegible on some pages.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Calculators; *Calculus; *Graphs; Higher Education; Learning Activities; *Mathematics Instruction; Secondary Education; Worksheets

IDENTIFIERS- *Graphing Utilities; Mathematics Activities; *Precalculus

This booklet contains a representative sample of the efforts of colleagues at 11 institutions to use graphing calculators to enhance the teaching of calculus and precalculus. The first section contains examples of graphs for teachers to choose from for presentations, including: simple examples to illustrate some standard ideas in precalculus, examples of graphs for which the window choice is critical and a knowledge of mathematics is essential for predicting hidden behavior, and examples that produce interesting shapes. The next sections contain generic and machine specific worksheets for calculus and precalculus. Next is a section that contains original programs for both the TI-81 and HP-48S calculators. A section to acquaint students with the use of the TI-81, HP-48G, and HP-48S concludes the booklet. (MKR)

ED 381 344

SE 055 995

Compendium for Energy Resources. Environmental Education.

PUB DATE- Sep 94

NOTE- 91p.; This edition is the first in a series of six compendia in environmental education. Other topics include water resources, integrated waste management, air quality, human communities, and natural communities.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Curriculum Evaluation; *Educational Quality; Elementary School Curriculum; Elementary Secondary Education; Energy Conservation; *Energy Education; Environmental

long season edible plants. Several poisonous southwestern plants are covered. Resources include sources of seeds, and books that cover identifying wild edible and poisonous desert plants, recipes for wild plants, and growing wild plants. Pages are teacher reproducible. (L2)

ED 381 364

SE 056 103

Aquatic Critters. Lake James State Park, An Environmental Education Learning Experience, Designed for Grades 2-4.

PUB DATE- Oct 94

NOTE- 61p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Elementary Education; Environment; Environmental Education; Experiential Learning; *Field Trips; Interdisciplinary Approach; *Outdoor Activities; Outdoor Education

IDENTIFIERS- *Aquatic Life; Aquatic Organisms; Biological Diversity; Environmental Awareness; Hands On Experience; *North Carolina; State Parks; Stewardship

This activity packet, designed for elementary grades 2-4, provides educators with a series of hands-on interdisciplinary classroom and outdoor education activities that focus on aquatic life at Lake James State Park, North Carolina. The packet was designed to meet established curriculum objectives of the North Carolina Department of Public Instruction's Standard Course of Study. Three types of activities are included: (1) pre-visit classroom activities provide background and vocabulary development; (2) on-site activities conducted at the park; and (3) post-visit classroom activities to reinforce concepts, skills, and vocabulary. This learning experience exposes students to the major concepts of aquatic animals, aquatic animal diversity, environmental awareness, and stewardship of natural resources. The packet contains an introduction to Lake James State Park; an activity summary; pre-visit, on-site, and post-visit activity objectives and instructions; a glossary; a list of 27 references; a scheduling worksheet, program evaluation, and a parental permission form. (L2)

ED 381 365

SE 056 109

Lupkowski, Ann E.; Assouline, Susan G.

Jane and Johnny Love Math: Recognizing and Encouraging Mathematical Talent in Elementary Students; A Guidebook for Educators and Parents.

PUB DATE- 92

NOTE- 193p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010); Guides/Methods/Techniques (For

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Case Studies; *Diagnostic Tests; Elementary Education; *Elementary School Mathematics; *Gifted; *Mathematics Instruction; Mathematics Materials; *Parent Participation; Student Evaluation; Teaching Methods

IDENTIFIERS- Study of Mathematically Precocious Youth

This book is a guide for parents and teachers of mathematically talented elementary school students. Chapters and sections

Construction Technology; (2) Designing a Beam; (3) Simple Machines; (4) Packaging: More Than Just a Box; (5) Communications: Getting the Message across with Advertisings; (6) Measuring Inaccessible Distances; (7) Alternative Energy Sources: Designing a Wind Powered Generator; (8) Designing a Hot Dog Heater Using Solar Energy; (9) Writing Radio Ad Scripts; (10) Building a Bottle Rocket; (11) Site Selection for Business and Industry; (12) Bar Coding; (13) The Green Revolution in Transportation; (14) Resource Recovery; (15) Walking Fingers: The Yellow Pages; (16) Adventures in Technology; (17) The Trip Home; (18) The Business Card; (19) Does the Shoe Fit? (20) Writing Dynamic Learning Activities; (21) Technology is Building in the First Grade; (22) Sound, Sensors, and Logic; (23) Weather Forecast; (24) The Secrets of the Iceman; (25) Construction/Manufacturing; (26) Graphic Advertising Utilizing Paper Engineering; (27) Emergency Shelter; (28) The Cellular Connection; (29) Columbus Sailed the Ocean Blue; and (30) Tax or Regulate. (MKR)

ED 381 387

SE 056 193

Bottrill, Pauline

Designing and Learning in the Elementary School.

PUB DATE- Mar 95

NOTE- 59p.; Photographs may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Design; *Educational Theories; Elementary Education; *Elementary School Curriculum; *Evaluation Methods; *Experiential Learning; Learning Activities; Science Curriculum; Science Education; *Teaching Methods; Technology Education

The main objective of this publication is to raise awareness of the capacity of elementary students to learn using a process termed designing activity. The text is divided into nine chapters. Chapter 1 describes the principles of designing activity. The difference between design activity and design educational activity is discussed in Chapter 2. Chapter 3 outlines some of the methods of modeling and includes the role of drawing and the use of construction kits. Chapter 4 discusses some of the "designerly" thought processes which occurred when students aged 5-6 participated in activity learning related to the topic of farms. The principles and aims of assessing designing activity are outlined in Chapter 6 along with some suggestions for evaluating and assessing students' work. The close relationship among science, technology, and designing process activities in elementary schools is discussed in Chapter 7 in relation to the development of the conceptual theme of change. The role of the teacher in creating a learning environment where designing situations are contrived is discussed in Chapter 8. Chapter 9 looks at some examples of the way design and technological activity has been managed across a class and the whole school. Contains 21 references. (LZ)

ED 381 388

SE 056 195

Reck, Tom, Comp.; Frye, Ellen, Ed.

RoboResource Technology Learning Activities.

PUB DATE- 93

NOTE- 84p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

do, listed in four phases of preparation for the project, beginning, guiding, and culmination of the project. Contains a 17-item list of references and an index. (Author/DK)

ED 381 409

SO 024 220

Brenneke, Judith Staley, Ed.

An Economy at Risk: Does Anyone Care?

PUB DATE- 92

NOTE- 146p.; Sponsored by the Society of Economics Educators.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010); Collected Works - General (020)

DESCRIPTORS- *Economics; *Economics Education; *Educational Objectives; *Educational Policy; Secondary Education; Social Studies; Teaching Methods

IDENTIFIERS- *American Economic Association

Attempting to scrutinize the rationale for economics education, this book is a collection of papers by economics educators who seek to envision what economics skills and knowledge will be needed in the future and whether these justify teaching economics at the pre-college level. Twelve economics educators contributed articles: (1) "The Case for Economics Education" (Judith Staley Brenneke); (2) "A Brief History of the Rationale for Economics Education" (James B. O'Neill); (3) "The Position of Distinguished Economists on Economic Education" (Francis W. Rushing); (4) "Official Position of the American Economic Association on Economics Education" (Phillip Saunders); (5) "U.S. Government Policy, State Education Mandates, and Economics Education" (Stephen Buckles); (6) "Goals, Rationale, and Strategies Employed by Economics Education Organizations: A Summary and Analysis" (Calvin A. Kent; Dennis Weidenhaar); (7) "The Cases Against Economics Education" (Michael Watts); (8) "Nine Years of National Economics Education: How Did We Do?" (John C. Soper); (9) "Economics Education and Satisfaction with Family Decision Making" (Marilyn Kourilsky); (10) "Why Teach the Social Studies: A Look at the Rationale for Individual Disciplines" (George M. Vredevelt); (11) "A Critique of an Economy at Risk" (Michael A. MacDowell); and (12) "Comments on 'An Economy at Risk: Does Anyone Care?'" (David B. Ramsey). (DK)

ED 381 410

SO 024 224

Buchanan, Janice Chapin

Music Education and the Educationally Disadvantaged Gifted Child.

PUB DATE- 89

NOTE- 10p.; Paper presented at the Suncoast Music Forum on Creativity (1989). For related documents, see ED 380 342, ED 378 091, and ED 378 094.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Academically Gifted; Elementary Education; Exceptional Child Research; *Gifted Disadvantaged; Music; *Music Education; Music Teachers; Self Esteem; Student Characteristics

This paper is a literature review comparing the characteristics and needs of the average gifted child with the disadvantaged gifted child in four areas: (1) cognitive; (2) affective; (3) psycho-motor; and (4) special aptitudes. Numbered items indicate those comparisons that may be contrasted directly between the two groups. All other items are observations for which there are no apparent comparisons. The educationally disadvantaged gifted child has a particular set of

NOTE- 262p.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Citizenship Education; *Core Curriculum; Curriculum
Design; Curriculum Development; *Educational Policy;
*Elementary Secondary Education; *Social Studies; State
Curriculum Guides; *State Standards

IDENTIFIERS- Montana

The Montana Social Studies Model Curriculum Guide specifies social studies core curriculum standards that must be completed by all K-12 students in order to meet Montana graduation requirements. The first of six sections, "A Model Curriculum Framework," provides the essence of the model guide with the K-12 model learners goals for the social studies in knowledge (content), skills, thinking, and values and attitudes. The model curriculum highlights sample units written for the four cluster groups, grades K-2, 3-5, 6-8, and 9-12. Section 2, "Montana: Past, Present, Future," suggests content and learner goals for Montana studies, K-12. Section 3, "Best Practices in Teaching and Learning in the Social Studies," describes effective teaching/learning strategies; the role of library media, technology, and information skills in the social studies; and assessment of the learning goals and program effectiveness. Section 4, "Where to Begin," presents a process for curriculum development and provides other example models by which to organize the social studies curriculum. Section 5, "Resources," furnishes supplemental materials that will assist curriculum committees with direct access to critical information given as the Administrative Rules of Montana, National Council for the Social Studies Position Statements, and teacher education program standards. Section 6, "References," includes the references used in preparing this document, a selected annotated bibliography, and an edited list of social studies organizations. (EM)

ED 381 429

00 024 682

Cheek, Dennis W., Ed.; Cheek, Kim A., Ed.
Proceedings of the National Technological Literacy Conference
(9th, Arlington, Virginia, January 21-23, 1994).

PUB DATE- 94

NOTE- 319p.; For related items, see ED 350 248, ED 339 671, ED
325 429, ED 315 326, and ED 308 099.

LANGUAGE- English

EDRS Price- MF01/PC13 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Elementary Secondary Education; Energy Education;
Environmental Education; Higher Education; *Science and
Society; Science Curriculum; Science Education; Scientific and
Technical Information; *Technological Literacy
Twenty-six papers illustrate the wide reach of Science,
Technology, and Society (STS) studies and education. A sampling
of the first section on general STS studies includes: (1)
"Technology, You, and the Law" (Kenneth S. Volk); (2) "The
People From 'Away': Ending Racial and Economic Exploitation in
the Siting of Toxic Wastes" (Glen J. Ernst); (3) "Constructing
Space: The Shaping and Uses of the NASA-CIRSE Two-arm Robotic
Tested" (Jeffrey L. Newcomer); (4) "Irradiation of Food"
(Martin L. Sage); (5) "Biotech or Bioreck? The Implications of
"Jurassic Park" and Genetic Engineering" (Sharon L. Chapin;
Leslie D. Chapin); and (6) "Overcoming Computer Anxiety in
Adult Learners" (Rick Lontis; Marilyn Sulewski). A sampling of

McKague, Thomas, Ed.; Waelder, Patricia K., Ed.
Bridges to Understanding: Writings by OCC International Students.
Spring 1994.

PUB DATE- Apr 94

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Community Colleges; English (Second Language);
Foreign Students; *Language Arts; *Personal Narratives; *Self
Expression; *Student Journals; Two Year Colleges; Two Year
College Students; Writing (Composition); *Writing Exercises
IDENTIFIERS- Onondaga Community College NY

This booklet contains the writings of international students
enrolled in the English for Speakers of Other Languages (ESOL)
at Onondaga Community College (New York). The contributed
writings were viewed as bridges to understanding among the
world's peoples. The collection of essays, poems and short
stories includes: (1) "Our Lives in the USA" (Theresa
Letkiewicz--Poland); (2) "The New Immigrant Experience"
(Alexander Woode--Ghana); (3) "Thoughts from Puerto Rico"
(Marisol Carrasquillo--Puerto Rico); (4) "Yao the Orphan, A
Hmong Folk Tale" (Bee Lee--Laos); (5) "The Love" (Faried O.
Ibrahim--Congo); (6) "Dreaming Love" (Faried O. Ibrahim--
Congo); (7) "The Mesh" (Alexander Woode--Ghana); (8) "A
Significant Moment" (Yaroslav Leshchishin--Ukraine); (9)
"Letter to My Coach" (Carmen McMahon--Chile); (10) "The Ideal
Roommate" (Anonymous 1); (11) "Impressions of a New Arrival"
(Anonymous 2); (12) "My Favorite Place" (Igor Blashkin--
Ukraine); (13) "Learning New Things" (Nhon Pham--Vietnam); (14)
"My Future" (Melda Ortiz--Puerto Rico); (15) "Stranger at Home,
Excerpt from a Journal Entry" (Elina Petrillo--Uzbek); (16)
"How I Got to Typing School" (Osman Ahmed--Ethiopia); (17)
"It's Not Fair!" (Jianping Chen--China); (18) "Playing Soccer"
(Tan Ho--Vietnam); (19) "The Punic Wars" (Ehab F.
Atteiafaraoui--Palestine); (20) "My Fears" (Louiza B'Souza--
India); (21) "A Summer Festival in Japan" (Etsuko Kijima--
Japan); (22) "My Twin Cousins" (Pei Zheng--China); (23)
"Altruistic Behavior in Society Today" (Janna Sereda--Ukraine);
(24) "Tiger Hill in Suzhou" (Chao mei Jing--China); (25) "How to
Buy a Used Car" (Victor Kuts--Ukraine); and (26) "Amenda, A
Characterization from 'The Glass Menagerie'" (Vivian Lee--
China). (EM)

Anderman, Eric R.; Johnston, Jerome
Achievement Goals and Current Events Knowledge.

PUB DATE- Apr 94

NOTE- 23p.; Paper presented at the Annual Meeting of the American
Educational Research Association (New Orleans, LA, April 4-8,
1994). Research funded by a grant from Whittle Communications.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Reports - Research/Technical (143)

DESCRIPTORS- Conflict; *Controversial Issues (Course Content);
Course Content; Critical Thinking; *Current Events; High
Schools; High School Students; Knowledge Level; Moral Issues;
*Political Issues; *Public Affairs Education; Social Change;
Social Problems; Social Studies; Values; *World Affairs; *World

Botsch, Carol Sears; And Others
African-Americans and the Palmetto State.

PUB DATE- 94

NOTE- 246p.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Area Studies; *Black Culture; *Black History; Blacks; *Black Studies; Cultural Context; Ethnic Studies; Grade 8; Junior High Schools; Local History; Resource Materials; Social Environment; *Social History; Social Studies; State Curriculum Guides; State Government; *State History

IDENTIFIERS- *African Americans; South Carolina

This book is part of a series of materials and aids for instruction in black history produced by the State Department of Education in compliance with the Education Improvement Act of 1984. It is designed for use by eighth grade teachers of South Carolina history as a supplement to aid in the instruction of cultural, political, and economic contributions of African-Americans to South Carolina history. Teachers and students studying the history of the state are provided information about a part of the citizenry that has been excluded historically. The book can also be used as a resource for Social Studies, English and Elementary Education. The volume's contents include: (1) "Passage"; (2) "The Creation of Early South Carolina"; (3) "Resistance to Enslavement"; (4) "Free African-Americans in Early South Carolina"; (5) "Early African-American Arts"; (6) "The Civil War"; (7) "Reconstruction"; (8) "Life After Reconstruction"; (9) "Religion"; (10) "Literature"; (11) "Music, Dance and the Performing Arts"; (12) "Visual Arts and Crafts"; (13) "Military Service"; (14) "Civil Rights"; (15) "African-Americans and South Carolina Today"; and (16) "Conclusion: What is South Carolina?" Appendices contain Lists of African-American state senators and congressmen. An index is included. Contains 371 references. (EH)

Is Citizenship Education Here To Stay? Self-Evaluations of State Law-Related Education Programs.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 94

NOTE- 55p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Citizenship Education; Educational Research; *Law Related Education; Secondary Education; Social Studies

IDENTIFIERS- Mock Trials; Peer Mediation; Teacher Lawyer Cooperation; We the People Competition

The self-evaluations summarized in this booklet were prepared by 50 different law-related education (LRE) programs throughout the United States in the spring of 1994. The purpose of the self-evaluation process was to assess the progress of the states towards institutionalization of citizenship education and LRE. The evaluations concluded that LRE was institutionalized in 14 states, meaning that it has become a permanent fixture of the states' educational program. The

component in increasing the influence of teaching upon LMEL learning. Arguing that our knowledge about LMELs in the nation's schools is fragment and fragile, the paper concludes with a comprehensive research and development agenda that needs attention as professional educators engage together to better understand and act positively on issues central to LMEL school participation. Contains 39 references. (Author)

ED 381 025

FL 022 883

Ritao, Kenji

Organizing a CAI Contest.

PUB DATE- 95

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- College Students; *Computer Assisted Instruction; Foreign Countries; Higher Education; *Second Language Instruction; Second Language Learning

IDENTIFIERS- *Contests; *Doshisha University (Japan)

Since 1992, teachers of foreign language computer assisted instruction (CAI) at the Tanabe Campus of Doshisha University (Japan) have hosted a CAI contest for freshmen and sophomores. The purpose of the contest is to make all students aware of foreign language CAI classes, to encourage them to enroll in such classes, and to encourage students of foreign language CAI to study hard. The contest is not difficult to organize or to administer, and it is not expensive to carry out if there are computers and software available. This paper explains how the contest was organized, what was done and what the results were. It also includes some suggestions for teachers interested in hosting such a contest. (Author/JL)

Freshman Student-Athletes. NCAA Research Report 93-01.

PUB DATE- Jun 94

NOTE- 25p.; For related documents, see HE 020 164-165.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143), Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Achievement; *Academic Persistence;

Admission Criteria; *Athletes; Black Students; *College

Athletics; College Entrance Examinations; College Freshmen;

College Graduates; Comparative Analysis; Educational Trends;

Eligibility; *Grade Point Average; *Graduation; Higher

Education; Intercollegiate Cooperation; Tables (Data); Trend

Analysis; White Students

IDENTIFIERS- *National Collegiate Athletic Association Rule 48;

Reform Efforts

This study describes trends in student-athletes' academic performance before and after the passage of National Collegiate Athletic Association Proposition 48 which reformed initial-eligibility rules for student athletes, requiring that they have achieved minimum high school grade point averages (at least a 2.0 on a 4.0 system) in core courses and minimum college entrance examination test scores (700 on the SAT or 15 on the ACT) to be eligible for college athletics during their first year. The data for the study cover the college careers of five cohorts who entered college as freshmen from 1984 to 1988 in Division I schools. Cohort trends in student groups show that white student-athletes accounted for 75 percent of the sample. There was a noticeable drop in the percentage of black student-athletes between the initial 1984 level (25.7 percent) and the 1986 cohort (17.9 percent), with subsequent increases in 1987 (20.6 percent) and 1988 (21.8 percent), and these declines were most noticeable for black males in revenue sports. Only minor cohort differences were seen in academic persistence. A look at trends in graduation rates found that the overall graduation rate for student-athletes generally increased. Examination of trends in college grade point averages (GPA) revealed a slightly higher college GPA for the most recent cohorts and noticeable differences among subgroups, with the female student-athletes doing the best and the black student-athletes performing worst. Data are presented in extensive tables and figures. (J8)

DESCRIPTORS- *Administrator Attitudes; College Faculty; College Instruction; *Definitions; Educational Trends; *Faculty Evaluation; Faculty Promotion; *Faculty Publishing; Higher Education; Publish or Perish Issue; *Scholarship

IDENTIFIERS- *Faculty Attitudes; Faculty Service

The traditional model used by all institutions of higher education include the three broad areas of teaching, scholarship, and service as part of faculty evaluation. This paper examines the definition of scholarship in higher education, focusing on current definitions of scholarship, administrators' perceptions about scholarship, measures of scholarship, and emerging trends in recommendations about scholarship. The traditional model of scholarship ranked teaching ahead of research and service, unlike recent practice with its emphasis on research and publication. The majority of faculty in the social sciences, however, believes in the importance of research and publication in scholarship, but feel that too much emphasis is placed on publication. Administrators have generally approved of research and publication as a method of evaluating contributions made by faculty. Measures of scholarship in recent years have centered on the quantity of articles and monographs produced by faculty members. Recent trends in the definition of scholarship have centered on the need to move beyond publication counts in the evaluation of faculty. Some researchers suggest that new definitions of scholarship should place more emphasis on teaching and service. (Contains 67 references.) (MDM)

PUB DATE- 94

NOTE- 26p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)

DESCRIPTORS- College Faculty; College Instruction; *College Role;
Foreign Countries; Higher Education; Institutional Advancement;
*Institutional Autonomy; Institutional Characteristics;
Profiles; Public Relations; School Community Relationship;
*Social Change; Universities

IDENTIFIERS- *Europe; European Community

This extended essay looks at higher education in Europe and broad issues of its role and the development of individual institutions. Chapter 1, "Higher Education and an Evolving Europe," discusses the "Memorandum on Higher Education in the European Community" which urged higher education institutions to adapt to evolving, modern, European conditions. There follows a discussion of the current implementation of the Memorandum's recommendations. Chapter 2, "New Challenges and Good Reputations," argues that institutions will not compromise their quality by addressing contemporary challenges but will, through improved quality in both research and teaching, both respond to society's current needs and qualify as a good university in the next century. The balance of the chapter touches on the role of the university and of the intellectual in moral and social debates of the time. Chapter 3, "A Basic and General Education," asks whether universities will be able to maintain or restore a basic and general education as a value in its own right with an ethical dimension. The author argues that market pressures suggest that universities should profile and promote their individual assets or strong points. Contains seven references. (JB)

This research brief provides summary data on the size of endowments of U.S. colleges and universities. It notes the estimated market value of endowments, examines their growth from 1977 to 1987, contrasts data from independent institutions to those from public colleges and universities, indicates the heavy concentration of endowment in a relatively limited number of institutions, and notes the per student value of endowments and their contribution to current institutional revenues. Highlights reveal that: (1) the estimated market value of endowments at U.S. colleges and universities totaled \$58.2 billion at the end of fiscal year 1987, with 82 percent of funds held by independent colleges and universities; (2) endowment per full-time-equivalent student increased by nearly 73 percent in constant dollars between 1977 and 1987; (3) annual endowment earnings (in constant dollars) that were contributed to institutions' current operating revenues increased from 1977-87 by about two-thirds; and (4) endowment earnings currently represent about half of 1 percent of current funds revenues in the public sector and 5.2 percent in the independent sector. The brief concludes that, nationally, endowment income cannot be looked upon as a major source of funding. Contains 4 end notes, descriptions of 8 data sources, and 10 references. (JDB)

Computer Uses in Education; Distance Education; Educational Technology; Elementary Secondary Education; Expenditures; *Information Technology; Microcomputers; *Minority Group Children; Optical Data Disks; *Public Schools; Ratios (Mathematics)

IDENTIFIERS- *Equal Access; *New York

This update reports on the technology available in New York's public schools. Data and figures are provided for the following measures: total number of microcomputers in New York State public schools; percent of old and new computers; ratio of students to technology resources; number and percent of schools having at least one of a given type of technology; percent of regular technology use for 1992-93 and 1993-94; ratio of students to various technology resources, by percentage of minority students in the school; and percentage of student and teacher use of technology by percentage of minority students. Results show that the number of technology resources has continued to grow in New York's public schools. Microcomputer, laser printer, and CD-ROM acquisition all showed significant increases. Some form of networking/distance learning takes place in 13% of the school buildings in the report. It was found that over 72% of students and 50% of teachers now use computers regularly. However, though these figures did show a slight improvement, inequities in technology access for minority students continued, with the highest minority student population buildings having the least access to technology. Five tables and two figures illustrate findings. (MAS)

and GSR response remained constant throughout the 21-minute data collection period. Print and microcomputer obtained relatively lower GSR responses initially, then matched the GSR response level of video after about 10 minutes, and continued to increase throughout the data collection period. Two tables provide simple correlations of GSR data for each media condition with standardized test scores, and an analysis of variance summary. Graphs show: (1) GSR averages during print, video, and microcomputer use; and (2) simple correlations of print, video, and microcomputer treatments with time. (Contains 24 references.) (Author/AEF)

ED 381 142

IN 017 064

Moore, Sue-Back; And Others.
The Relationships among Gender, Computer Experience, and Attitudes toward Computers.

PUB DATE- 94

NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attitude Measures; College Students; *Computer Attitudes; *Computer Literacy; *Cultural Influences; Foreign Countries; Higher Education; Questionnaires; *Sex Differences; Student Attitudes

IDENTIFIERS- *Gender Issues; *Korea

As computers proliferate on college campuses across the world, it becomes very important to examine college students' attitudes toward computers from a cross-cultural perspective. The purpose of this study was to examine the relationships among gender, computer experiences, and attitudes toward computers in Korea. Three hundred three (303) Korean undergraduate students completed a questionnaire packet which contained a personal information form, a Computer Attitude Scale, and a Computer Experience Questionnaire. Results show that gender was found to be significant only on the computer confidence scale, with male students significantly more confident about computers than female students. Students who had more computer experience expressed more positive attitudes towards computers in general, and number of computer courses completed contributed to this confidence. Students who had more experience with computer programming languages scored significantly higher on all computer attitude subscales. Word processing experience, knowledge of multiple word processing packages, and data entry skills contributed to higher confidence levels and more positive attitudes toward computers. Finally, it was discovered that attitudes toward computers and computer experiences were culture-free constructs. Seven tables illustrate results, and an appendix contains the computer experience questionnaire. (Contains 33 references.) (NAS)

transactions by computer from their homes or offices; and (10) a surprisingly high percentage of faculty use personal funds to buy needed publications. Six recommendations are offered to improve faculty access and information technology use, and thirty-six tables illustrate the findings. Appendices include: the paper, "Issues Facing Research Libraries: Summary and Discussion Groups," from the Council on Library Resources Project Symposium on Policy Issues in Cooperative Collection Development and Resource Sharing; "Technology Infrastructure Survey and Resource Sharing Needs Assessment," a proposal to the library directors; the faculty needs assessment survey instrument; information on the study's authors; and a 51-item bibliography. (MAS)

ED 381 161

IR 055 445

Kuntz, Patricia S.; Thomas, Kristen
Videography for African Content: Since 1980.
PUB DATE- May 92

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *African Culture; Costs; *Filmographies; Foreign Countries; Indexes; Information Industry; *Merchandise Information; *Vendors; *Videotape Recordings

IDENTIFIERS- *Africa

This videography of African-related films was developed over several years. The project arose as a response to the requests by school districts, community and small colleges, and universities for a source of recent videos for rent or purchase. Three hundred twenty-one (321) African-content video titles are listed by distributor. Each citation indicates title, director, date of production, run time, purchase price (many distributors rent the videos for a reduced price), and the country or countries which the video is about. The index provides a cross-listing of titles, distributors, and country. (AEF)

Jacobs, Alan
It's a River, Not a Lake: A Report on Instructional Technology
for the Maricopa Community Colleges.

PUB DATE- Jan 94

NOTE- 44p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *College Planning; Community Colleges; Computer
Networks; Computer Software Selection; *Educational Technology;
Local Area Networks; Long Range Planning; *Operating Expenses;
*Organizational Change; *Program Costs; *Technological
Advancement; Two Year Colleges; Workstations

IDENTIFIERS- Maricopa County Community College District AZ

This report examines the effects of technological change on
Arizona's Maricopa County Community College District (MCCCD)
and assesses changes and progress made since the publication of
MCCCD's Master Plan for Instructional Computing in 1986. The
first section views constant change in computer technology as a
running stream and examines the need for using resources to
keep up with changes. The next section reviews planning
assumptions and recommendations from the 1986 plan and measures
progress at MCCCD as of 1993, indicating that student access to
computer terminals has moved from 17 per terminal in 1986 to
7.7 per terminal in 1993 and that nearly all faculty and staff
have networked desktop workstations. The next two sections
describe the type of computing resources MCCCD would like to
have in the future and issues of productivity, costs,
learning/training, and understanding of change that present
difficulties for reaching these goals. Finally, recommendations
are offered for meeting future needs, including: (1) develop
and implement a new learning paradigm for employee development
which recognizes continual learning as a natural part of work;
(2) support and encourage faculty who are preparing to relearn
their art of teaching by utilizing new tools and techniques;
(3) increase funding for instructional technology development
for innovative projects; (4) describe and assess the effects of
technology on student learning; (5) provide a base level of
capital funding for technology; and (6) begin a thorough study
of organizational structural reform of MCCCD. A chart of
recommendations from the 1986 report and results is appended.
(KP)

begins by presenting fall enrollments in fiscal year (FY) 1993-94, and tracing full-time equivalents (FTE) and headcount enrollments at the college from FY 1976-77 to FY 1994-95. After comparing SCC enrollments with those of peer institutions in Ohio, the report looks at non-credit registrations and activities. The next section focuses on student characteristics, including day/evening status, gender, full-/part-time enrollment, ethnic background, age cohort, and age by current student status. The following section considers division enrollments, including an analysis of market share by division, student load analyses, and FTE enrollment by division and discipline. Finally, the report offers information on applicants and registrants by division. Report highlights include the following: (1) there was a notable decrease in both fall headcount (-4.1%) and FTE (-2.89%), the first decline in headcount since fall 1985 and in FTE since fall 1986; (2) enrollment was down by 2.8% statewide in public colleges and universities in fall 1994 compared to the prior year; (3) at SCC, full-time students accounted for nearly 31% of total enrollment, representing the highest ratio of full-time enrollment to total enrollment in the 14 years under study; and (4) divisional FTE increased in fall 1994 for the Allied Health, Engineering, and Fine & Performing Arts Divisions, and decreased for the Business, Extended Learning/Human Services, and Liberal Arts & Sciences Divisions. (KP)

directed (i.e., completed transfer level English and math courses), and 338 of these were considered transfer eligible (i.e., had also completed at least 56 transfer units with at least a 2.0 grade point average); (3) of the 338 transfer-eligible students, 33% transferred to a public university in California, 19% graduated, and 12.4% both graduated and transferred, for a transfer rate of 63.3%; (4) limiting the transfer eligible pool by student intent to transfer only, however, was not found to dramatically affect the transfer rate; and (5) of SBCCB transfers from 1988 to 1993, 22% did not enroll in a basic skills course in their first two terms, while 9.7% of those who did, transferred. The project concluded that the TA model provides a valid and low cost methodology for determining transfer rates. (KP)

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Books (010)

DESCRIPTORS- *Child Rearing; Day Care; Diaries; *Dual Career Family; Employed Parents; *Employed Women; Family Work Relationship; Infants; Mental Health; Occupational Diseases; Occupational Safety and Health; Parenting Skills; Physical Health; *Pregnancy; *Prenatal Care; Social Support Groups

Intended for women who plan to combine a career with motherhood, this book is a planning document for the full-time working mother-to-be during the three trimesters of pregnancy and the first trimester of motherhood. Each section discusses physical and mental changes associated with motherhood and includes a calendar for appointments and events during the trimester. In addition, the first section (weeks 1 to 12) suggests that the mother-to-be should start planning for child care, considering child care options, and thinking about potential on-the-job hazards. The second section (weeks 13 to 24) provides information on dealing with colleagues at work during pregnancy, and beginning to think about the baby's needs. Section 3 (weeks 25 to 40) discusses choosing a pediatrician, fathering, and other issues. Section 4 (weeks 41 to 52) discusses adjusting to motherhood, the "perfect-parent" syndrome, and the importance of reviewing child care arrangements. The last section deals with challenges related to parenting faced by working women: family-friendly work environments, parenting infants, corporate life and the advantages offered by medium-sized and smaller companies, and goal-setting strategies for work and home. Twenty-seven appendices include various charts, checklists, and reference information for pregnant women and new mothers, including lists of questions to consider when choosing day care and child caregivers, and lists of parent and child care support groups. (DR)

inappropriate criteria for kindergarten and primary teachers, respectively, from the DAP guidebook. The results indicated that the DAP has little value for use as a self-assessment tool, due to ambiguity in the organization and wording of the DAP items. (Contains 15 references.) (MDA)

ED 381 254

PS 023 111

Reyes, Maria; Rothman, Donald

Parents as Partners: Planning Early for your Children's School Success and College Attendance. Revised Edition = Los Padres como Socios: Planificando para el Exito Escolar y la Asistencia al Colegio de Sus Ninos. Edicion Revisada.

PUB DATE- 95

NOTE- 29p.; Supersedes the 1987 edition, ED 297 858.

LANGUAGE- English; Spanish

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Academic Achievement; College Admission; *College Preparation; Early Childhood Education; Educational Attitudes; Elementary Secondary Education; Higher Education; *Parent Participation; *Parent Role; Parents as Teachers; Parent School Relationship; Parent Student Relationship; *Students

IDENTIFIERS- California

This booklet, available in English and Spanish, describes what California parents can do at home and in the school to support and encourage their children's success in school and college. Discussion emphasizes the extent to which parents influence their children's attitudes about learning and school, and points out that parent involvement is crucial to children's academic success. The booklet lists specific things that parents can do at home on a daily basis to help their children succeed in prekindergarten, the elementary grades, junior high, and high school. It outlines California high school graduation requirements, college entrance requirements, and California's system of higher education. The booklet also provides information on financial aid for college and a list of related publications available from the California Department of Education. (MDA)

Qualitative Research in Early Childhood Settings.

PUB DATE- 95

NOTE- 272p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Research/Technical

(143), Collected Works - General (020)

DESCRIPTORS- Action Research; Child Caregivers; Classroom Research; Cross Cultural Studies; Day Care; *Early Childhood Education; Educational Policy; Ethics; Ethnography; Family Day Care; Grade 1; *Infants; Kindergarten; *Qualitative Research; *Research Methodology; School Community Relationship; Teacher Role; *Toddlers

IDENTIFIERS- Project Head Start

This book consists of a set of studies and essays that represent the best work being done in the area of qualitative research in early childhood settings (children from birth to about age 8). Research in this area involves studies of young children in educational contexts, day care, and preschool settings. The Introduction, "Qualitative Research in Early Childhood Settings," by J. Amos Hatch discusses the evolution of the book and introduces the chapters. Part 1 includes the following studies: (1) "The Emotional Culture of Infant-Toddler Day Care" (Robin L. Leavitt); (2) "Family Day Care as Mothering: A Study of Providers' Perspectives" (Margaret K. Nelson); (3) "Heart, Mind, and Soul: Head Start as a Reminder of the Powerful Function of Schools for Their Communities" (Maika Philipson and Jo Agnew); (4) "Life History of a First Grade Teacher: A Narrative of Culturally Sensitive Teaching Practice" (Mary E. Hauser); (5) "Policy Issues in the Development of Child Care and Early Education Systems: The Need for Cross-National Comparison" (Sally Lubeck); and (6) "Qualitative Research in Early Childhood Settings: A Review (Pamela C. Browning and J. Amos Hatch). Part 2, Methods, Ethics, and Theory, contains these papers: (7) "Studying Childhood as a Cultural Invention: A Rationale and Framework" (J. Amos Hatch); (8) "Children in Context: Interpreting the Here and Now of Children's Lives" (M. Elizabeth Graue and Daniel J. Walsh); (9) "Learning from Classroom Ethnographies: Same Places, Different Times" (David E. Fernie, Rebecca Kantor, and Kimberlee L. Whaley); (10) "Toward a Stronger Teacher Voice in Research: A Collaborative Study of Antibias Early Education (Beth Blue Swadener and Monica Miller Marsh); (11) "Multiple Voices, Contexts, and Methods: Making Choices in Qualitative Evaluation in Early Childhood Education Settings" (Mary Jo McGee-Brown); (12) "Ethical Conflicts in Classroom Research: Examples from a Study of Peer Stigmatization in Kindergarten" (J. Amos Hatch); and (13) "Post-Structural Research in Early Childhood Education" (Joseph Tobin). Each of the chapters includes references. (DR)

consistency of care between home and child care, the demand to integrate early childhood education and child care with family support is growing. This report discusses the background, conceptual framework, and practices of family support programs that are successful in integrating practice into early childhood education and child care settings. Section 1 describes the separate histories of the child care and family support movements. Section 2 provides a conceptual framework for integrating family support principles and practices into early childhood education and child care settings. Section 3 discusses a set of principles derived from practices of successful family support programs, including: (1) an ecological approach to promoting child and adult development; (2) a preventive rather than remedial orientation; (3) a focus on families' strengths rather than their weaknesses; (4) a sensitivity to local needs and resources; (5) a recognition that all families need information and social supports; and (6) a commitment to empower individuals and families with the goal of self-sufficiency. Sections on integrating practices with principles and a typology for integrating family support principles and practices are followed by four examples of family support in early education and child care settings. Contains 23 references. (DR)

Northern Arizona University and Kayenta Unified School District, immerses Anglo participants in Navajo culture and heightens their awareness of cross-cultural and linguistic barriers to teaching and learning. About half of participants are Anglo American and half are Native American. RSEP prepares future teachers for work on the reservation. Native participants share their traditions with non-Native participants, who keep a record of taboos and cultural beliefs that could result in misunderstandings in the classroom. Among the 18 participants during the 1994-95 school year, both Native and non-Native students felt that they had benefitted from the program and would be more confident in the classroom. Anglo American students had experienced what it is like to be a minority, had adapted to a slower-paced simpler lifestyle, and felt that they would understand their Navajo students better. Native American students were able to take classes without relocating away from their families, and had gained a new perspective on Anglo culture. RSEP brings two cultures together in a positive way and promotes cross-cultural awareness and sensitivity. (SV)

PUB DATE- Mar 95

NOTE- Op.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage-

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Disabilities; Educational Change; Educational Philosophy; *Educational Practices; Elementary Secondary Education; Inclusive Schools; *Mainstreaming; *Regular and Special Education Relationship; Rural Education; *Rural Schools; School Surveys; *Special Education

IDENTIFIERS- *Outcome Based Education

Since the advent of the Education for Handicapped Children Act of 1975, the provision of special education has moved from restrictive settings to the general education environment. Presently, schools are placing learners with special education needs into the general education classroom and providing special education services in that environment. The reform process for education in general has culminated in the development of Outcome-Based Education (OBE), which is a process approach that attempts to meet the needs of all learners. For many school districts, OBE has become a volatile issue. A survey of rural schools in the panhandle of Nebraska, western South Dakota, and eastern Wyoming that have completed an OBE process suggests that local and state agencies are driving the reform process in most of the rural schools surveyed. Administrators, teachers, and community members indicated that learners with special education needs were considered, yet the same respondents were reluctant to state that all students with special education needs should be placed in typical classroom settings utilizing a typical curriculum. Rather, they stated that such decisions should be based on the individual's label or disability. The survey questionnaire is included. (TB)

Education; Instructional Material Evaluation; *Instructional Materials; Learning Activities; Lesson Plans; Middle Schools; Multilingual Materials; Secondary School Curriculum; State Standards

IDENTIFIERS- California

The teacher who understands the importance of energy is often faced with the challenge of incorporating it into an already crowded curriculum. This compendium provides a resource for quality lesson plans and support materials at the elementary, middle, and high school levels. The materials were evaluated for their ability to meet the educational standards of the Science Framework for California public schools and for their ability to prepare students for the future. Out of an initial 45 evaluated materials, 28 received an overall grade of B- or better and have full entries. Entire activities were included for the four best materials. Other materials and the evaluation criteria are listed separately. Both descriptive and evaluative information about each piece of teaching material is provided. Information gained from the evaluation is summarized in a curriculum rating guide that addresses teaching and learning qualities, presentation and organization, general content, and specific energy content. Comments from evaluating teachers are also included along with basic ordering information. A summary of significant findings provides information for new curriculum development. Contains a project overview and conceptual matrices for environmental and energy education. A list of energy curricula evaluated but not included and energy curricula not evaluated conclude the compendium. (LZ)

include: (1) "Overview"; (2) "Historical and Current Perspectives"; (3) "Making Informed Educational Decisions"; (4) "Diagnostic Testing Followed by Prescriptive Instruction; SMPT's BT to PI Model"; (5) "Mathematics Curriculum and Materials"; (6) "Case Studies of Talented Youths"; (7) "Guidelines for a Useful Educational Assessment"; and (8) "Long-Term Planning." Appendices include: "Forms to Aid Educators and Parents," "Mathematical Olympiads for Elementary Schools," "The Constructivist Approach to Educating Mathematically Talented Students," and "Programs and Resources." (Contains 90 references.) (MCR)

ED 381 366

SE 054 110

Fourtillot, Leann
Conserve & Renew. An Energy Education Activity Package for Grades 4-6.

PUB DATE- May 90

NOTE- 160p.; Funded in part through a California Energy Extension Service Grant from the U.S. Department of Energy.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Cooperative Learning; Critical Thinking; *Energy Conservation; *Energy Education; Environmental Education; Interdisciplinary Approach; Intermediate Grades; *Learning Activities; Natural Resources; Problem Solving; Recycling; Waste Disposal

IDENTIFIERS- Environmental Ethic

This teaching guide contains a collection of energy education activities written and organized so that they might be used either as a unit on energy, or as individual activities to complement existing curricula in grades 4-6. The focus is on conservation and renewables. Most of 23 activities are designed as cooperative learning experiences and are interdisciplinary problem-solving and critical thinking exercises. Activity sections include: (1) "What is Energy?"; (2) "Renewable or Nonrenewable"; (3) "Wet Energy"; (4) "Energy Conservation"; (5) "Recycling"; and (6) "Ethics." The guide contains a glossary and an annotated bibliography of 33 resources. (LZ)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperative Learning; *Design; Designers;
*Educational Technology; Elementary Secondary Education;
*Interdisciplinary Approach; *Learning Activities; *Science
Activities; Science Education; Technology Education
IDENTIFIERS- *Hands On Experience

Preparing students to be successful in a rapidly changing world means showing them how to use the tools of technology and how to integrate those tools into all areas of learning. This booklet is divided into three sections: Design Activities, Experiments, and Resources. The design activities ask students to collaborate on design projects. In these cooperative learning activities, students brainstorm and discuss ideas before they design and construct. The activity titles and grade levels are: Billy Goat Launchers (K-6), What the World Needs Now--Contraptions (6-12), The M & M Cookie Company (K-6), The Toy Factory (6-12), This Way In: Designing an Entrance (6-12), UPS: The Ultimate Private Space (5-12), Ergonomics: Designing Products for People to Use (6-12), Reach Out With Robotic Arms (6-12), What's Inside: Container Design (6-12), Wind-and-Water Transportation (6-12), Getting from Here to There by Monorail (7-12), and The Auto Company (7-12). The Experiments section contains cooperative learning activities that call for research and discussion in preparation for the construction phases. The titles and grade levels are: Old MacDonald Had a Laser (K-6), Space Station: Recycled Waste (3-6), Space Station: Solar Collectors (1-6), Earth Station: Solar Collectors (7-12), Air Cushioned Vehicle: Hovercraft (9-12), Magnetic Levitation Transport (MAGLEV) (6-12), and Commercials (3-12). The final section is a resource list for equipment and information. (PCR)

characteristics and needs. While similarities with the average gifted child exist, the differences seem more pervasive. The disadvantaged gifted child needs to be recognized as an individual. Teachers who do not seek to build on the unique strengths of these children, but choose to make them into perfect molds of either the average disadvantaged child or the average gifted child, will be doing a great disservice to these children. Music education is needed especially for educationally disadvantaged gifted children. Successful musical experiences can produce the higher esteem levels necessary for these students to change their life circumstances. Music presents a subject matter of both immediate appeal and long-term relevancy for each of these students. They have observed persons from disadvantaged backgrounds achieving financial and societal stability in the areas of music and music-related occupations. Music education for disadvantaged gifted children may be the greatest opportunity for intellectual and emotional growth. Music is one of the most appropriate subjects for fostering individual and group growth for the disadvantaged gifted child. Contains 60 references. (Author/BK)

the second section on energy themes includes: "Incorporating Environmental Externalities into Electricity Markets" (Steven E. Letendre); and "Equity Concerns in U.S. Nuclear Energy Politics" (In-Whan Jung; Young-Boo Wang). A sampling of the third and fourth sections that present articles on STS Collegiate Programs and STS in K-12 education include: (1) "Design Methodology in STS Programs" (Marc J. deVries); (2) "Science, Diversity, and Community: Revitalizing Introductory Science Curricula: An Overview" (Jacqueline Ross); (3) "Trends and Dilemmas in Science, Technology and Society Education within K-12 Schools in the United States" (Dennis W. Cheek); and (4) "Minds 2000 , Internet and Global Change" (James L. Barnes). (BK)

ED 381 430

SO 024 688

The History Colloquium Manual: Energizing Professional Development for History Teachers. Occasional Paper.

PUB DATE- 94

NOTE- 93p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Curriculum Development; Educational Planning; *History Instruction; *Inservice Education; Institutes (Training Programs); Instructional Development; *Professional Continuing Education; *Professional Development; *Professional Training; *Staff Development; *Teacher Improvement
This occasional paper describes the National Council for History Education's program of professional development for history teachers along with the principles that were used to institute the program. The manual is intended as a guide for educators to establish their own history colloquium programs. The 10 sections are: (1) "Introduction"; (2) "The Colloquium Philosophy: A Way of Thinking About History and Teaching"; (3) "Planning the Kind of Inservice Experience We Always Wanted"; (4) "Choosing the Team"; (5) "Content: What Do We Do For Three Days?"; (6) "Logistics Are Important"; (7) "It's A Great Idea, But We Don't Have Any Money." Some thoughts on Costs and Fundraising"; (8) "A Colloquium of Your Own"; (9) "Personnel, Materials and Resources"; and (10) "Table of Contents for Appendices." Twenty-two appendices include sample letters, posters, forms, and checklists. (EH) Appendices." (EH)

Problems

IDENTIFIERS- Channel One

This study examines the effects of school contexts, individual differences, and motivational goals and benefits on current events knowledge. A review of the literature focuses on motivation study of goal theory and self-efficacy. The sample includes 798 students from nine high schools (grades 9-12) in diverse geographical locations and of various socioeconomic levels and who had access to Channel One news programs in the school. Data came from a pre-test and post-test, conducted in February and May 1993. Findings suggest that students who study current events in school or watch TV news in school know more, are more interested, and are more likely to engage in news-seeking behaviors outside of school. The study presents a model which suggests that the relationship between school/contextual factors and current knowledge is mediated by goals, efficacy beliefs and news-seeking behaviors beyond the classroom setting. The question also is raised about the difference between "watching the news" and "studying the news" in the classroom. Contains 43 references. (EH)

ED 381 452

SO 024 732

Economics, Kindergarten-Grade 6. A Curriculum Resource Guide.

PUB DATE- 94

NOTE- 549p.

LANGUAGE- English

EDRS Price- MF02/PC22 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Economics; *Economics Education; Educational
Objectives; Elementary Education; Elementary School Curriculum;
*Social Studies; *State Curriculum Guides; Teaching Methods

IDENTIFIERS- Texas

This resource guide results from a joint project of the Texas Council on Economic Education and the Texas Education Agency. For each of the elementary school grades, the guide presents interdisciplinary lessons that feature an integrated approach to the teaching of economics. The lessons are devoted to a number of basic economics concepts. The understanding of these concepts will provide students a foundation on which to build economics knowledge and skills for lifelong use. An economics concept chart is presented with scope and sequence noted for each grade level. Lessons focus on the economics concepts of: (1) scarcity; (2) wants; (3) resources; (4) goods and services; (5) opportunity costs; (6) production; (7) specialization; (8) exchange; (9) money; (10) economic systems; (11) economic institutions and incentives; (12) markets and prices; (13) supply and demand; (14) competition; (15) income distribution; (16) role of government; (17) unemployment; and (18) absolute and comparative advantage. Attachments and supplementary materials accompany the lessons. (EH)

majority of states regularly hold annual institutes or conferences and inservice programs in LRE. The evaluations indicated that the most common LRE student activities were mock trial competitions, the "We the People" competition, peer mediation, and law students as teachers. The largest funders for LRE were the federal government, state governments, and state bar associations with additional assistance from foundations, corporations, and colleges. State directors of LRE programs were employed full time in 26 states, at least half time in 8, and less than half time in 12. Two states had no director and two did not respond to the survey. The names and address of evaluation participants are provided. (JD)

ED 381 474

SO 024 921

Smith, Annie; Hancock, Francena T.
Getting into Art History. First Edition.

PUB DATE- 93

NOTE- 201p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Art Criticism; *Art Education; *Art History;
Artists; Elementary Secondary Education; Evaluation Methods;
*Experiential Learning; Foreign Countries

This book presents the experiential approach as a method for teaching art history. Through this approach, which may be used with any student age group, art historical problems are explored through self-expressive art production and experienced events. Yet, the focus remains on the art object rather than the student. The approach encourages immersion of the student in important ideas; student expression of important ideas; description, descriptive analysis, and development of descriptive vocabulary; and discovery of context. The book is divided into five chapters: (1) "The Experiential Approach to Teaching Art History"; (2) "Teaching Art History: Expanding Our Methods"; (3) "Experiential Projects: Part One, and Part Two" (part one contains projects that require no prior knowledge of the culture, part two presents projects that encourage careful study and research combined with imaginative response); (4) "Projects Using Themes"; and (5) "Evaluation." A footnote section is included. Appendices list artists, art works, masterpieces, contributors and participants, sources and resources, bibliography, and suggested additional readings. (RM)

ED 388 475

SO 024 923

Legacy: Linking Educators and the Gifted with Attorneys for Civics: Yes! Challenging Lessons for the Classroom and Beyond.

PUB DATE- 94

NOTE- 176p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage, PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher)

(052), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Citizenship Education; Elementary Secondary Education; *Gifted; Instructional Materials; *Law Related Education; Social Studies; Teaching Methods

IDENTIFIERS- Fourth Amendment; United States Constitution

This collection of 17 lessons developed by teachers is intended to assist in teaching civic education to gifted and talented students. Gifted and talented students find the study of the United States Constitution, case law, and the legislative process fascinating. Divided into two sections, one for elementary and middle school and the other for middle and high school, the lessons cover the origins and evolution of the system of government, how and why the legal system operates as it does, and the roles of politicians, lawyers, judges, and citizens in ensuring effective and responsible government. Julie Tunnell, an elementary teacher from Dublin, Ohio, presents a lesson plan based on a search warrant simulation. Students are introduced to the Fourth Amendment, review several hypothetical searches, ask questions of a visiting police officer, engage in a simulation about a stolen calculator, and prepare a search warrant. Vicki L. Chase, a high school teacher from Idaho Falls, Idaho, developed a lesson plan about the 1964 Civil Rights Act. The lesson introduces students to the impact of discrimination prior to the Act, investigates instances of unconstitutional discrimination, and explores how U.S. life has changed since the 1964 Civil Rights Act. The lesson plans in the collection include student handouts, bibliographies, and clearly specified procedures. (JD)

ED 381 476

SO 024 927

Images of Germany, Past and Present: A Film Collection. Series I, Instructional Activities.

PUB DATE- 94

NOTE- 42p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Classroom Use (For Administrative and Support Staff, and for

Teachers, Parents, Clergy, etc. in Non-Classroom situations)

(055)

DESCRIPTORS- *European History; *Filmographies; *Films; History Instruction; Humanities Instruction; *Modern History; Teaching Guides; *Teaching Methods; *Western Civilization; *World History

IDENTIFIERS- Germany

This set of lessons accompanies a series of 30-minute films for teaching about Germany. Available to educators throughout the United States upon request, the 17 films and accompanying instructional activities focus on culture, politics, economics, society, and sports and are appropriate for middle and high school students. Permission is granted to videotape the films off air and to reproduce unlimited copies of these lesson plans

ED 381 493

SP 035 849

Tomlinson, Louise M., Ed.

The Imperative Educational Network: Parents, Teachers, and Concerned Individuals. Volume 2. Proceedings of the Imperative Educational Network Conference (Athens, Georgia, 1990).

SPONS. AGENCY- Georgia Univ., Athens. Coll. of Education.

PUB DATE- 91

NOTE- 102p.; For other volumes, see SP 035 848-851.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Academic Achievement; Cocaine; Discipline; Elementary Secondary Education; Family Environment; Foster Care; Gifted; Parent Influence; Parent Participation; Parent Role; *Parent School Relationship; *Parent Student Relationship; *Parent Teacher Cooperation; Prereading Experience; Punishment; *Student Development; Summer Programs

IDENTIFIERS- Georgia

This conference was designed to provide a forum for the exchange of ideas on how parents, teachers, and other concerned individuals can contribute to strengthening the educational support system, and to generate practical information on strategies to improve achievement levels of youth. The first article, titled "Conference Program Prospectus" by Louise M. Tomlinson, offers a rationale for the conference, describes the conference structure, and notes its intended outcome as a program model to be replicated. The proceedings document then provides: (1) an outline of a keynote address by Edmund W. Gordon titled "Building Support in the Home and Community for Intellectual Development and Academic Achievement in Students"; (2) concurrent presentations titled "A Study of Ways Parents Enhance Their Children's Prereading Skills" (Dolores J. Dantzler-Wolfe); "Discipline vs. Punishment" (Anne Hall); "Cocaine Babies" (Diane E. Dunston); "Foster Care" (Danny Stevens); "Elementary and Middle Summer School Programs" (James Washington, Jr.); "The Role of the Parent in Educating the Gifted and Talented Minority Child" (Mary M. Frasier); and "An Alternative School Program" (Jeff Pottinger); (3) outlines of task force reports on keeping children in school, community networking, and parent rights and responsibilities; and (4) a reaction to the task force reports by Jack O. Jenkins. Some papers contain references. (JDD)

ED 381 494

SP 035 850

Tomlinson, Louise M., Ed.

The Imperative Educational Network: Parents, Teachers, and Concerned Individuals. Volume 3. Proceedings of the Imperative Educational Network Conference (Athens, Georgia, 1991).

SPONS. AGENCY- Georgia Univ., Athens. Coll. of Education.

PUB DATE- 92

NOTE- 101p.; For other volumes, see SP 035 848-851.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Academic Achievement; At Risk Persons; Cognitive Style; Delinquency; Elementary Secondary Education; Enrichment Activities; Mentors; Parent Influence; Parent Participation; Parent Role; Parents as Teachers; *Parent School Relationship; *Parent Student Relationship; *Parent Teacher Cooperation; *Student Development; Values Education

IDENTIFIERS- Georgia

ED 381 512

SP 035 884

Evans, Shirley King
Nutrition Education Materials and Audiovisuals for Grades 7
through 12. Special Reference Briefs.

PUB DATE- Jul 94

NOTE- 53p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Audiovisual Aids; Curriculum; Dietetics; *Foods

Instruction; Health Education; *Instructional Materials;

Nutrition; *Nutrition Instruction; Secondary Education

This resource guide lists nutrition education materials, audiovisuals, and other materials for secondary school classroom use. Topics covered include general nutrition, food preparation, food science, and dietary management. Teaching materials listed include books, brochures, food models, games, kits, videocassettes, audiocassettes, activity sheets, posters, and lesson plans. Items are listed within the following categories: curriculums (13 items), learning activities (24 items), audiovisuals (49 items), resources written for children (16 items), and resources for adults (38 items). For each item listed, the information provided includes title, author, type of material, length (pages or minutes), publisher or producer, National Agricultural Library call number, and summary of content. A few of the items are available in languages other than English. Items are available on loan from the National Agricultural Library; guidelines for requesting materials are provided. (JDD)

ED 381 513

SP 035 886

Milligan, Jeffrey Ayala
Multiculturalism and Religious Fundamentalism: The Moral
Challenge of Gender.

PUB DATE- 13 Nov 94

NOTE- 16p.; Paper presented at the Annual Meeting of the American
Educational Studies Association (26th, Chapel Hill, NC,
November 10-13, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Cultural Pluralism; *Females; *Feminism; Higher
Education; Moral Values; Multicultural Education; *Religious
Cultural Groups; *Sex Role; Value Judgment

IDENTIFIERS- Empowerment; *Patriarchal Societies; *Religious
Fundamentalism

This paper raises some points of tension that religious fundamentalism poses for multiculturalism, particularly regarding the status and role of women. An early section argues that inclusion and empowerment are key concepts at the core of multiculturalism. Further, the paper argues, multiculturalism's post-modernist/post-colonial deconstruction approach has created a non-absolutist conception of power, knowledge, culture, and identity. In this context, the next section asks if multiculturalism's championing of the marginalized, and its re-examination of the relationship between religion and education, logically extends its inclusion and empowerment agendas to religious fundamentalist movements that are actually subcultures? A review of the social and intellectual development of religious fundamentalism in the United States

ED 381 531

SP 035 922

Bainer, Deborah L.; Didham, Cheryl K.
Mentoring and Support Networks in Elementary Schools.

PUB DATE- 1 Apr 95

NOTE- 28p.; Paper presented at the Annual Meeting of the
International Mentoring Association (San Antonio, TX, March 30-
April 1, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Reports - Research/Technical (143)

DESCRIPTORS- Collegiality; Elementary Education; Elementary
Schools; *Elementary School Teachers; Faculty Development;
*Interpersonal Relationship; *Mentors; Organizational Climate;
Peer Relationship; Quality of Working Life; *Sex Differences;
*Social Support Groups; Surveys; Teacher Attitudes; Work
Environment

IDENTIFIERS- *Protege Mentor Relationship

This study explored the dimensional structure of mentoring and other support behaviors that occur naturally among teachers in elementary school settings and contrasted the support networks of female and male teachers. A Teacher Support Behavior Survey (TSBS) was developed based on the content of 512 interviews with elementary teachers on their daily interactions and on a survey that had been used with university professors. The TSBS included 33 statements asking teachers to indicate whether or not they had engaged in certain supportive activities. A Survey of Organizational Communications: Elementary School was also administered. A statewide random sample of 750 elementary teachers received the instruments of which a total of 517 were returned and used in the study. Due to the extremely high proportion of female teachers responding (94 percent), a second mailing went out to 400 male elementary teachers of whom 313 returned usable questionnaires. Six separate factors emerged as dimensions of support among female teachers while eight factors emerged as aspects of male teachers' networks. The results of the study support the notion that informal, multidimensional communication support behaviors operate within elementary schools apart from formalized mentoring programs and that these have a more positive and lasting effect on female than on male teachers. Among female teachers, a network of individuals tends to provide a variety of types of support, functions are less discrete, and the line between personal, social, and professional relationships is blurred. Among male teachers, more individuals are potentially included in the support network and each may serve a more specific function. (Contains 17 references.) (JB)

ED 381 532

SP 035 923

Implementing 5-14: a Progress Report. Interchange No. 23.

PUB DATE- Feb 94

NOTE- 17p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Educational Assessment; Elementary School Teachers;
Elementary Secondary Education; Foreign Countries; National
Competency Tests; National Curriculum; National Norms;
*National Programs; *Program Evaluation; *Program
Implementation; Secondary School Teachers; *Teacher Attitudes

ED 381 551

TM 022 836

Catterall, James S.; Winters, Lynn

Economic Analysis of Testing: Competency, Certification, and "Authentic" Assessments.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Aug 94

NOTE- 28p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Certification; *Competence; Cost Effectiveness; Costs; *Economic Factors; Economic Impact; *Educational Assessment; Educational Testing; Elementary Secondary Education; Expenditures; Models; Teacher Evaluation; *Test Use

IDENTIFIERS- *Authentic Assessment; *Performance Based Evaluation

This report explores the application of cost analysis to testing and assessment in elementary and secondary schools. A case for economic analysis of testing is first outlined. The case rests on the importance on test information, the magnitude of resources devoted to testing, and the relevance of an economics of information model to testing decisions. Second, the common modes of economic analysis attached to this model are discussed: cost-benefit and cost-effectiveness analyses. The presentation is carried out through examination of system-wide tests of pupil achievement and teacher competency. Finally, the contemporary press for more "authentic" or performance-based assessments is explored using the lenses of economic models. (Contains 16 references.) (Author)

ED 381 552

TM 022 837

Picus, Lawrence O.

A Conceptual Framework for Analyzing the Costs of Alternative Assessment.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Aug 94

NOTE- 38p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cost Effectiveness; *Educational Assessment; Educational Change; Educational Planning; Elementary Secondary Education; *Expenditures; Resource Allocation; *State Programs; Test Construction; *Testing Programs

IDENTIFIERS- *Alternative Assessment

A conceptual framework is developed for analyzing the costs of alternative assessment instruments. The framework will be used in future analyses by the Center for the Study of Evaluation to determine the costs of alternative assessment programs in a number of states. It is important that a distinction be made between costs and expenditures. Costs are seen as a measure of benefits foregone to realize some outcome or benefit, and expenditures are a measure of resource flow regardless of their consequence. With this distinction in mind, the paper goes into the specifics of developing a cost analysis for alternative assessment. The first step is to identify the expenditures necessary to operate the assessment program. Since the

Student Achievement of College-Level Communication and
Mathematics Skills in Florida: 1990-91.

PUB DATE- Feb 92

NOTE- 105p.; Prepared by the Standing Committee on Student
Achievement of the Articulation Coordinating Committee.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Accountability; Achievement
Tests; Associate Degrees; *College Students; *Communication
Skills; *Degree Requirements; Educational Trends; Essay Tests;
Higher Education; Language Skills; *Mathematics Achievement;
Public Colleges; Racial Differences; Reading Achievement;
Scores; Scoring; Sex Differences; Standards; State Legislation;
Test Construction; *Test Results

IDENTIFIERS- *College Level Academic Skills Test; *Florida

The College-Level Academic Skills Test (CLAST) is a mandated examination of the achievement of college students in communications skills and mathematics that must be passed by students in Florida public institutions of higher education to receive an Associate's degree or entrance into upper-level courses. This report gives test results on the CLAST for 1990-91 for the four subtest areas of mathematics, reading, English language skills, and essay writing. In 1990-91, student performance was better in English language skills and reading, followed by mathematics, but was poorer for the essay. Fifty-five percent of public community college students passed the CLAST, and 56% of private college and university students passed. The passing rate for public college students at other than community colleges was 71% in 1990-91. Racial and ethnic differences in achievement are discussed. Fourteen tables and 16 figures present study findings. Three appendixes list standing committee members and present test results by institution and subtest. (SLD)

Student Achievement of College-Level Communication and
Mathematics Skills in Florida: 1991-92.

PUB DATE- Apr 93

NOTE- 108p.; Prepared by the Standing Committee on Student
Achievement of the Articulation Coordinating Committee.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Accountability; Achievement
Tests; Associate Degrees; *College Students; *Communication
Skills; *Degree Requirements; Educational Trends; Essay Tests;
Higher Education; Language Skills; *Mathematics Achievement;
Public Colleges; Racial Differences; Reading Achievement;
Scores; Scoring; Sex Differences; Standards; State Legislation;
Test Construction; *Test Results

IDENTIFIERS- *College Level Academic Skills Test; *Florida

The College-Level Academic Skills Test (CLAST) is an achievement test mandated by the state of Florida to assess the communications and mathematics skills of college students in public institutions in Florida. Passing the CLAST is a requirement for an Associate's in Arts degree or entry into upper-level courses. This report presents and analyzes test results for the CLAST in 1991-92. Although performance in that year was substantially above the baselines established in 1982,

to help the reader. An appendix lists names and addresses of many resource organizations. (Contains 292 references.) (SLD)

ED 381 594

UD 030 354

Tiedt, Pamela L.; Tiedt, Iris M.
Multicultural Teaching. A Handbook of Activities, Information, and Resources. Fourth Edition.

PUB DATE- 95

NOTE- 440p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Cultural Awareness; Cultural Differences; Cultural Pluralism; *Curriculum Development; Elementary Education; *Equal Education; Minority Groups; *Multicultural Education; Teacher Education; *Teaching Methods

IDENTIFIERS- *Linguistic Pluralism

This teacher handbook provides the foundation for a multicultural curriculum for kindergarten through grade 8. The presentation has two major components: a multicultural knowledge base and learning activities that provide equity for diverse students. A major assumption is that multicultural understanding is fundamental to the education of all children, not only children from minority backgrounds. A second assumption is that education is inherently multicultural, and a final assumption is that it is as basic as literacy and quantitative reasoning. Sections include: (1) Living in a Multiculture; (2) Teaching for Diversity; (3) Building on Student Strengths; (4) Making All Students Feel Included; (5) Enlarging Student Perspectives; (6) Exploring Language and Linguistic Diversity; (7) Infusing Multicultural Education into Reading and Language Arts Programs; (8) Multicultural Education across the Curriculum; (9) Teaching Multiculturally around the Year; and (10) Reflecting on Multicultural Education. An appendix, "Developing a Knowledge Base for Multicultural Education," contains 46 general references, a number of resource organizations, and over 800 works referring to specific ethnic or cultural groups. (SLD)

ED 381 595

UD 030 355

Burlew, A. Kathleen Hoard, Ed.; And Others
African American Psychology: Theory, Research, and Practice.

PUB DATE- 92

NOTE- 436p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Blacks; Cognitive Measurement; *Cultural Awareness; Demography; Family Structure; Individual Characteristics; *Measurement Techniques; National Surveys; Psychological Studies; Psychological Testing; *Psychology; Racial Identification; Research Methodology; *Social Attitudes

IDENTIFIERS- *African Americans; *National Survey of Black Americans

Originating in the National Survey of Black Americans (NSBA), this book examines this major research project, the first study to sample a truly representative cross section of Blacks in America. The contributors discuss the methodological procedures

for classroom use. All the films and support materials are presented in English. The film title with a brief description of the content and accompanying lessons are found in the book. The film titles include: (1) A Few Good Conscientious Objectors; (2) Potsdamer Platz; (3) All for One and One for All; (4) It's All So Different: Coming Home to a Unified Germany; (5) The Katyn File: Mass Murder as a Propaganda Tool; (6) Testimony in Stone; (7) Always an Element of Fear: Jews in Germany Today; (8) The Reichstag: Notes on a Hallowed Hall; (9) CARE: Packages for Berlin; (10) Stone and Glass: Cologne Cathedral Works; (11) The Lausitz Legacy; (12) Caged: The Evolution of the Inner German Border Fence; (13) Making the New Out of the Old: Recycling is the Word; (14) From Sea to Painted Sea: The German Expressionist Emil Nolde; (15) White Gold: Porcelain from Meissen; (16) Carl Faberge: The Man with the Golden Hands; and (17) Memories of Kathe Kollwitz. (EH)

ED 381 477

SO 024 931

Rayala, Martin

Art Education: A Guide to Curriculum Planning. Bulletin No. 95185. Second Edition.

PUB DATE- Jan 95

NOTE- 224p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Art Education; Curriculum Development; Elementary Secondary Education; Standards; State Curriculum Guides; Visual Arts

IDENTIFIERS- Wisconsin

This planning guide encourages reformation of the Wisconsin art education curriculum toward a less linear, sequential, and compartmentalized approach. The new program draws on recent knowledge of how students learn and how curricula components can be integrated. Focusing on themes and concept development, the guide supports independent thinking and problem solving, and favors experiential activities. Clear links between national standards, state goals, district curriculum, classroom instruction, and student assessment are established. The guide is divided into 12 sections: (1) Philosophy; (2) Curriculum Development; (3) Visual Learning; (4) Art and Society; (5) Design Art; (6) Studio Art; (7) Planning for Instruction; (8) Planning for Integration; (9) Incorporating Education Goals and Standards; (10) Planning for Assessment; (11) Aspects of an Effective Program; and (12) Appendixes, which include State Standards for Licensure, Art, Curriculum, and Instruction; the Wisconsin Administrative Code; the Family-Community Partnership in Schools Checklist; and Resources. (MM)

ED 381 478

SO 024 935

Naik, Chitra, Ed.; And Others

Education for All Summit of Nine High-Population Countries (New Delhi, India, December 12-16, 1993). Panel Proceedings.

PUB DATE- 94

NOTE- 78p.; For a related document, see SO 024 936.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Adult Basic Education; *Developing Nations; *Educational Policy; Elementary Education; Females; Foreign Countries; *International Cooperation; Overpopulation; *Womens

This conference sought to provide a forum for the exchange of ideas on how parents, teachers, and other concerned individuals can contribute to strengthening the educational support system, and to generate practical information on strategies to improve achievement levels of youth. A conference program prospectus by Louise M. Tomlinson offers a rationale for the conference, describes the conference structure, and notes its intended outcome as a program model to be replicated. A keynote address by John White is then presented, describing the status of education and his efforts in the Georgia House of Representatives to create collaborative programs that improve education. The texts of seven concurrent presentations are also included: "Student Assistance Program (SAP) in the Athens Area" (Marnie Fereday); "Enhancing Parents' Capacity as Agents of Nurture and Educational Support for Their Children" (Patricia Johnson-Dalzine); "Mentoring: A Workable Alternative to Parental Involvement" (Lonnie D. Johnson); "HEART: A Proposal for Criminally At-Risk Youths" (Larry Leflore and Janet Thornton); "Facilitating the Understanding of Science by Children: Learning Styles Considerations" (Mary Atwater); "Psychosocial Development and Educational Attainment: Enrichment Strategies for Parents" (Charles Martin-Stanley); and "Community Involvement in the Clarke County School District Values Education Program" (Carol Young). Summaries are presented of two task force discussions on community resources for parents and on home, school, and community interaction, followed by a reaction to the task force reports by Art Dunning. Some papers contain references. (JDD)

ED 381 495

SP 035 851

Tomlinson, Louise M., Ed.

The Imperative Educational Network: Parents, Teachers, and Concerned Individuals. Volume 4. Proceedings of the Imperative Educational Network Conference (Athens, Georgia, 1992).

SPONS. AGENCY- Georgia Univ., Athens. Coll. of Education.

PUB DATE- 93

NOTE- 158p.; For other volumes, see SP 035 848-850.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Academic Achievement; Agency Cooperation; Elementary Secondary Education; Mentors; Parent Child Relationship; Parent Influence; Parent Participation; Parent Role; Parents as Teachers; *Parent School Relationship; *Parent Student Relationship; *Parent Teacher Cooperation; *Student Development

IDENTIFIERS- Georgia

This conference sought to provide a forum for the exchange of ideas on how parents, teachers, and other concerned individuals can contribute to strengthening the educational support system, and sought to generate practical information on strategies to improve achievement levels of youth. A conference program prospectus by Louise M. Tomlinson offers a rationale for the conference, describes the conference structure, and notes its intended outcome as a program model to be replicated elsewhere in Georgia. Conference presentations include: "Teachers Facilitating Parent Support: How Does It Begin?" (Theresa M. Bey); "Parent Talk Through the Mail" (Loretta Konecki); "Makin' a Life: Parenting in Families of Color" (Barbara K. Mullins); "Reading Depends on Experiences and Opportunities To Talk about Those Experiences" (Michelle Commeyras); "ABCs of Parenthood" (Evelyn C. Neely); "School Climate: The Empowerment of Parents, Students and Teachers" (Ronald A. Harper); "An Education Prescription for Each Child" (J. Vincent Cook); "UNITE:

follows along with an argument that it and multiculturalism are both responses to or critiques of modernity. The next section explores the tension that arises over the role and status of women when fundamentalist groups are legitimized under the multicultural agenda. The next section describes the experiences of two women from fundamentalist cultures who had to enter into arranged marriages and the personification in these women of the dilemma that fundamentalist culture poses for multiculturalism. If one holds to the belief that the empowerment of women is an integral part of multiculturalism, then one is bound to question the morality of women's subordination. The paper concludes that it may be time to seek a new conceptual basis for multiculturalism, one that moves beyond diversity, inclusion, and empowerment, that can bridge differences and not forget subordinated individuals and groups. (JB)

ED 381 514

SP 035 889

Barell, John

Teaching for Thoughtfulness: Classroom Strategies To Enhance Intellectual Development. Second Edition.

PUB DATE- 95

NOTE- 349p.; For first edition, see ED 331 789.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Classroom Environment; *Curriculum Design; Educational Change; Educational Practices; Elementary Secondary Education; *Evaluative Thinking; Higher Education; Inservice Teacher Education; Personal Narratives; Preservice Teacher Education; *Problem Solving; Reflective Teaching; *Skill Development; *Strategic Planning; Teaching Methods; *Thinking Skills

This text, designed for both preservice and inservice educators, promotes critical thinking and problem solving across the curriculum. Chapter 1 presents information from personal observations and national studies to support the conclusion that educators need to spend more time creating environments that foster thoughtfulness. Chapter 2 defines thinking as a search for meaning and understanding. Chapter 3 envisions a school which teaches thoughtfulness. Chapter 4 explores ways of moving toward the vision. Chapter 5 examines ways of designing a classroom environment that invites students' thoughtfulness. Chapter 6 exemplifies what is meant by problem-based learning and provides a rationale for this way of designing curricular and instructional plans. Chapter 7 presents one way of designing problem-based learning curricular experiences. Chapters 8-11 present strategies that go beyond minimal understanding of facts and ideas--strategies that involve problem solving, and in turn imagination (adventurous thinking), being reasonable (critical thinking), and reflecting on the processes (metacognition). Chapter 12 focuses upon determining the quality and depth of students' understanding of what has been taught. Chapter 13 uses examples from a number of different schools to illustrate several points about effecting change. Chapter 14 shares the experiences of four elementary and secondary school teachers and one mother, with children's developing independence. (LL)

ED 381 515

SP 035 890

IDENTIFIERS- *Scotland

This paper reports on many aspects of an in-progress Scottish national effort to improve curriculum, assessment, and progress reports on students ages 5 through 14. The 5-14 Development Program was launched in 1987, and this paper reports information from the first two years of operation. The study not only evaluates progress to date but also provides a channel through which the views and experiences of teachers, head-teachers, parents, and others involved in the program can be heard and taken into account. Evaluation teams survey samples of primary and secondary school teachers and conduct in-depth interviews with staff. A report from the primary schools looks at the curriculum guidelines and their implementation, views on assessment and reporting guidelines, and the experience of and response to national testing. A report on the secondary school participation in the program covers views on curriculum guidelines and assessment guidelines, and progress implementing the guidelines. A section on links between primary and secondary schools reports gradual increase in interchange and variable use of primary school records in secondary schools. (JB)

ED 381 533

SP 035 925

Marso, Ronald N.; Pigge, Fred L.

Teacher Recruitment Effectiveness: A Comparative Study of the Affective Attributes of Teacher Candidates of the 1980's and the 1990's.

PUB DATE- Feb 95

NOTE- 12p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Detroit, MI, February 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Affective Behavior; Comparative Analysis; Educational Change; Education Majors; Elementary Secondary Education; Enrollment Trends; Higher Education; Preservice Teacher Education; *Student Attitudes; Student Characteristics; *Teacher Recruitment; *Teaching (Occupation)

IDENTIFIERS- *Preservice Teachers

This study compared the affective attributes of a sample of beginning teacher education students in the 1990s with a sample of beginning teacher education students of the 1980's to investigate whether or not educational reform actions were accompanied by changes in the affective characteristics of individuals entering teacher preparation. The data obtained from the two samples of teacher education students (N=393) who were registered at a large midwestern teacher preparation institution suggested that the enhanced recruiting efforts of recent years have allowed teacher education institutions similar to the one on which this study was conducted to maintain teacher candidate quality as indicated by scholastic aptitude scores without detrimental changes in the affective attributes of prospective teachers. The 1990's candidates reported levels of attitude toward teaching as a career, of concerns about surviving as teachers, and of concerns about their impact upon pupils similar to the 1980's candidates. The 1990's candidates reported less anxiety about teaching, more confidence about becoming teachers, and more concern for the actual task of teaching than did the 1980's cohorts. (Contains 19 references.) (JB)

expenditure estimate alone may not reflect total costs, other complex cost considerations must be resolved, such as the value of personnel time. Determining the value of opportunity costs will improve the quality of educational cost analyses dramatically. Two figures illustrate the discussion. (Contains 10 references.) (SLD)

ED 381 553

TM 022 888

Silver, Rawley

Silver Drawing Test of Cognitive Skills and Adjustment. Drawing What You Predict, What You See, and What You Imagine.

PUB DATE- 90

NOTE- 160p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adults; Children; *Cognitive Processes; Depression (Psychology); *Diagnostic Tests; *Emotional Adjustment; *Freehand Drawing; Identification; Norms; *Problem Solving; Scoring; Screening Tests; Spatial Ability; Testing; Test Manuals; Test Reliability; Test Validity; *Thinking Skills

IDENTIFIERS- Silver Drawing Test of Cog Skills and Adjust

This manual is a revision of the manual originally published in 1983. Since then it has been discovered that stimulus drawing tasks, like the Drawing from Imagination subtest of the Silver Drawing Test of Cognitive and Creative Skills (SDT), can be used to screen for depression and emotional adjustment. New research findings are the basis for evaluating the emotional content of responses to the drawing tasks. The revised editions of test and manual offer tighter scoring guidelines, more illustrations, and new studies of validity and reliability. While the manual retains the percentile rank norms of the previous edition, it also includes mean scores for groups of children and adults so that scores can be ranked as average or above or below average. The SDT is based on the theory that drawings can be used to identify and assess the ability to solve conceptual problems. The three subtests deal with concepts of class, space, and order. Theories behind the test and its development are reviewed. Test validity and reliability are considered, along with directions for administering and scoring the test. An appendix contains the test itself, and attachments present other test pages. Twenty-five tables and 34 figures illustrate the discussion. (SLD)

ED 381 554

TM 022 889

Bridgeman, Brent; Morgan, Rick

Relationships between Differential Performance on Multiple-Choice and Essay Sections of Selected AP Exams and Measures of Performance in High School and College. College Board Report No. 94-5.

PUB DATE- 94

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Advanced Placement; Advanced Placement Programs; Biology; College Entrance Examinations; College Students; English; *Essay Tests; High Achievement; Higher Education; High Schools; *High School Students; History;

no consistent improvements have been observed over the past 10 years. Statewide passing rates for the year were: (1) community colleges, 53%; (2) other state public institutions, 68%; and (3) private colleges and universities, 54%. Racial and ethnic differences in CLAST performance are discussed. Recommendations are made for improvement of CLAST results. Twenty tables and 13 figures present test results. Three appendixes list standing committee members and present test results by institution and subtest. (SLD)

ED 381 574

TM 023 040

Work Keys.

PUB DATE- 95

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Career Planning; *Educational Assessment; Job Analysis; *Job Skills; Job Training; Mathematics; *Measurement Techniques; Needs Assessment; *Occupational Tests; *Profiles; Scoring; Technology

IDENTIFIERS- *Instructional Support; *Work Keys (ACT)

The Work Keys System from the American College Testing Program is an innovative national system that provides a continuous structure for documenting and improving the workplace skills of individuals. By providing individuals with reliable information about their own skill levels and the levels required for jobs, Work Keys can help individuals make solid career decisions. An integrated four-component system has been designed to facilitate communication through: (1) assessment; (2) job and occupational profiling; (3) reporting services; and (4) instructional support. The assessment component measures worker skills with regard to applied mathematics and technology, reading and listening, information gathering, and teamwork. Job profiling identifies the skill levels needed for various jobs. Scoring and reporting services make the assessment and profiling information available to organizations and individuals. Instructional support comes from the targets for instruction identified for each skill area. Work Keys services are offered through licensed Work Keys service centers to be established in a number of locations. Eight figures and a table support the discussion. A sign-up sheet for pretesting is enclosed. (SLD)

ED 381 575

TM 023 042

Holmes, Cooper B.

Like a Lasting Storm. Helping with Real-Life Problems.

PUB DATE- 94

NOTE- 74p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Counseling; *Emotional Problems; *Helping Relationship; Intervention; *Life Events; *Problem Solving; *Psychological Services

and approaches used in conducting the NSBA and explain how the study was designed with a sensitivity to cultural influences. Substantive findings from the survey are discussed on a variety of topics, including relationships with family and friends, community life, religion, work, racial identity, political attitudes and participation, and physical and mental health. The 28 chapters are divided into sections on: (1) theory, research, and practice; (2) African American families; (3) African American children; (4) cognitive and measurement issues; and (5) differential approaches in psychology. (Author/SLD)

ED 381 596

UD 030 356

Webb, Norman L., Ed.; Romberg, Thomas A., Ed.
Reforming Mathematics Education in America's Cities. The Urban Mathematics Collaborative Project. Ways of Knowing in Science Series.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.; Wisconsin Center for Education Research, Madison.

PUB DATE- 94

NOTE- 244p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Case Studies; *Cooperation; Disadvantaged Youth; *Educational Change; Educational Innovation; Equal Education; High Schools; *High School Students; *Mathematics Instruction; Mathematics Teachers; *Program Development; Urban Schools
IDENTIFIERS- *Reform Efforts; *Urban Mathematics Collaborative Project

The Urban Mathematics Collaborative (UMC) Project was a 5-year effort to reform mathematics instruction in urban schools by empowering mathematics teachers. Targeting over 3,000 high school mathematics teachers in collaboratives in 11 urban areas, including San Francisco (California), Philadelphia (Pennsylvania), and New Orleans (Louisiana), the UMC project fostered collaboration among mathematics teachers, mathematicians, and representatives of the business community, in order to encourage professional enthusiasm and educational innovation. Forces that foster or inhibit educational reform and issues of equity and reaching underserved inner-city students are explored. Contributions include: (1) "The Urban Mathematics Collaboratives as Reform" (Thomas A. Romberg and Norman L. Webb); (2) "Mathematics and Community" (Barbara Scott Nelson); (3) "The Development of the Urban Mathematics Collaborative Project" (Norman L. Webb, and others); (4) "A Strategy for Social Change" (Thomas A. Romberg and Allan Pitman); (5) "Professionalism" (Allan Pitman); (6) "Conceptions of Mathematics and Mathematics Education Held by Teachers" (Thomas A. Romberg and James A. Middleton); (7) "Collaboration and Urban School Systems" (James A. Middleton and Norman L. Webb); (8) "The 'Urban' in the Mathematics Collaboratives: Case Studies of the Eleven Projects" (Thomas S. Popkewitz and Sigurjon Myrdal); (9) "Knowledge Growth and Professional Commitment--The Effect of the Urban Mathematics Collaborative on Two San Francisco Teachers" (Anna Richert); (10) "Being There--A Mathematics Collaborative and the Challenge of Teaching Mathematics in the Urban Classroom" (Cameron McCarthy); and (11) "Collaboration in Practice, and Final Thoughts" (Norman L. Webb and Thomas A. Romberg). Appendixes list project personnel and publications. (SLD)

Education
IDENTIFIERS- Bangladesh; Brazil; China; Egypt; India; Indonesia;
Mexico; Nigeria; Pakistan

This collection of panel proceedings is divided into five sections each of which is devoted to one panel. Panel 1 focused on mobilization, people's participation, and decentralization for "Education For All (EFA)." Panel 2 was devoted to external and internal financial resources for EFA (Government of India). Panel 3 was on girls' and women's education, women's empowerment, and population issues. Panel 4 was on education and society. The fifth panel was a special panel devoted to India's District Primary Education Program. Participating nations were Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, and Pakistan. After a scene setting discussion at the beginning of a pre-summit session when delegates considered the analysis and synthesis paper prepared by UNESCO, they spent the rest of the three day conference taking part in the four panel discussions that centered on the main themes of the forthcoming Delhi Declaration. Before the conference, delegates had been presented with background papers on the themes that were enlarged upon by panelists from the United Nations agencies and representatives and ministers of the 9 states. Together these 9 countries account for more than half the world's population and 75 percent of its illiterates. They are cradles of civilization and founts of spiritual, cultural, and philosophical knowledge that continue to have a profound influence on humanity. Despite differing cultures and historical legacies, the countries have recognized that education is at the heart of sustainable development. (DK)

ED 381 479

SO 024 936

Naik, Chitra, Ed.; And Others

Education for All Summit of Nine High-Population Countries (New Delhi, India, December 12-16, 1993). Final Report.

PUB DATE- 94

NOTE- 84p.; For a related item, see SO 024 935.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Adult Basic Education; *Developing Nations;
Elementary Education; Females; Foreign Countries;

*International Cooperation; Overpopulation; *Womens Education
IDENTIFIERS- Bangladesh; Brazil; China; Egypt; India; Indonesia;
Mexico; Nigeria; Pakistan

This final report on an international conference of nine high population developing countries on education for all (EFA) begins with a declaration of goals by the representatives of each of the nine nations represented. Participating nations were Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, and Pakistan. After a scene setting discussion at the beginning of a pre-summit session when delegates considered the analysis and synthesis paper prepared by United Nations Education, Scientific and Cultural Organization (UNESCO), they spent the rest of the three day conference taking part in four panel discussions that centered on the main themes of the forthcoming Delhi Declaration with which the document opened. Before the conference, delegates had been presented with background papers on the themes that were enlarged upon by panelists from the United Nations agencies and representatives and ministers of the 9 states. The panel topics were: (1) mobilization, people's participation and decentralization for Education For All (EFA) (United Nations

Understanding Needs; Integrating Team Efforts/Services and Collaborating Agencies and the School" (Carrie Gantt); "Mediating Columbus' Legacy for the Bilingual Hispanic Child: A Parent's Concerns" (Duncan Waite); "Health Issues for Adolescents" (Eric Wilson); "Parental Involvement in Preventing Teen Pregnancy" (Rick Dunn); "Teens and Drugs" (Robyn McDonald); "Court Intervention" (Steven C. Jones); "Addressing the Needs of At-Risk Girls" (Lois Thomas-Wright); "Mirrors and Crystal Balls: How Mentoring Helps Our Children" (Trudy Bradley); "Personal Development through Showing Girls How To Show" (Denise Mitchell); and "Character Development from a Church Perspective" (Andre Grier). Outlines for a task force discussion on home-school partnerships and a task force discussion on community-school networks conclude the proceedings. Some papers contain references. (JDD)

ED 381 496

SP 035 852

Lewis, Priscilla

Outcome-Based Education: Reframing the Debate. Occasional Paper No. 3.

PUB DATE- 94

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120); Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Academic Achievement; Academic Standards; Debate;

*Educational Philosophy; *Educational Policy; Elementary

Secondary Education; Evaluation Criteria; *Policy Formation;

Power Structure; Role of Education; Student Development;

*Student Educational Objectives; Student Evaluation

IDENTIFIERS- *Outcome Based Education

This article offers four explanations of why outcome-based education (OBE) has proven to be so controversial. First, OBE requires consideration of the central purposes of compulsory public education, on which there is sharp philosophical disagreement, and the outcome-defining process involves input from many groups with many different perspectives, including students, parents, educators, higher education institutions, employers, community leaders, taxpayers, and policymakers. Second, conflict has arisen between two kinds of OBE and between the interest groups allied with one version or the other. The original version of OBE confined itself fairly narrowly to academic achievement, while the other version (known as transformational OBE) encompasses not only academic knowledge and competence but also affective and attitudinal dimensions of learning. Third, OBE is not "just" about outcomes, but involves a relationship between outcomes and inputs, which are often questions of cost. Fourth, OBE has become a contest for control over the "culture" of education, emphasizing not the actual goals proposed for inclusion in OBE but who proposes them. The four explanations are designed to help construct a framework for understanding and engaging in the OBE debate. (JDD)

ED 381 497

SP 035 866

Scales, Peter C.; McEwin, C. Kenneth

Growing Pains: The Making of America's Middle School Teachers.

SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.

PUB DATE- 94

NOTE- 110p.

Schick, Jo-Anne; Boothe, Diane
Survey of Teachers' Attitudes toward Diversity: A Pilot Study.

PUB DATE- 95

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Cultural Pluralism; Elementary Secondary Education;

*English (Second Language); Graduate Students; Graduate Study;

Higher Education; Minority Groups; *Multicultural Education;

Questionnaires; Second Language Instruction; *Teacher

Attitudes; Teacher Certification; *Teacher Education; Teacher

Expectations of Students; Teachers

IDENTIFIERS- *Diversity (Student)

This study measured the attitudes and beliefs of teachers in graduate English-as-a-Second-Language (ESL) courses regarding cultural diversity, and particularly regarding multicultural education and educational strategies. Subjects were 31 graduate students enrolled in two of the Education courses required for ESL endorsement. All of the subjects were or had been classroom teachers and were taking these courses in order to complete their ESL endorsement requirements. Twenty-six of these students were women and five were men. The majority indicated that they were of European descent, while one student indicated Hispanic heritage and another Asian. Students ranged in age from mid-twenties to over 60 years of age. Students in both classes were administered the questionnaire during the first and the last class sessions. Results indicated that there were not significant differences on either the pre- or the posttest for gender ethnicity, age experience, or class. Analysis for change over the time of the course found that White students showed favorable attitude change. Discussion of the results observes that pretest mean scores were already quite high and that this population was already favorably disposed to teaching language-minority students. It is recommended that future surveys be administered to larger groups of graduate students prior to the final class meeting. For the purpose of the pilot study, these findings establish a framework for future discussion and investigation of issues affecting teacher attitudes. (Contains 15 references.) (JB)

ED 381 516

SP 035 891

Brogan, Bernard R.

The Case for Teacher Portfolios.

PUB DATE- 13 Feb 95

NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (47th, Washington, DC, February 12-15, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150); Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Educational Change; Elementary School Teachers;

Elementary Secondary Education; Evaluation Methods; *Portfolio

Assessment; Portfolios (Background Materials); Secondary School

Teachers; *Teacher Evaluation; *Teacher Improvement; *Teacher

Role

This paper describes how teacher portfolios could be used to provide teachers with the opportunity to grow professionally in concert with other teachers and in ways that promote school, district, and professional student performance standards. An opening section discusses the lack of progress in developing

Morris, Vivian Gunn; And Others
Preparing Preservice Teachers To Take Leadership Roles in Parent Involvement Programs in Schools.

PUB DATE- Feb 95

NOTE- 17p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Detroit, MI, February 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Assignments; Course Objectives; *Education Courses; Elementary Education; Higher Education; Leadership Responsibility; *Parent Participation; Parent Role; Parent School Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation; Parent Workshops; Preservice Teacher Education; *Student Attitudes; Teacher Education Programs; *Teacher Role

IDENTIFIERS- *Memphis State University TN; *Preservice Teachers

This study explores how selected course experiences at the University of Memphis (Tennessee) influenced preservice teachers' perceptions of their comfort and competence levels in planning and implementing parent involvement programs. The course required of all elementary and early childhood education students, called "School/Community Relations," was based on the belief that parent involvement is essential to student success, that parents and teachers should be partners, that confident teachers are more likely to involve parents, and that teachers must assume leadership in reaching out to involve families and other community members. Four major assignments were required: conducting parent interviews, developing a parent involvement/education plan for one school year, developing a parental involvement notebook, and planning and implementing a parent workshop. Twenty-nine students completed pre- and post self-assessments related to their ability to work with parents. Responses indicated that all four assignments increased their confidence level, enhanced their ability to examine parental involvement myths, facilitated determination of their leadership role, and increased their "people skills." In addition, parent interviews were critical in affecting the students' attitudes, and developing the one-year plan strongly influenced student confidence. Contains examples of course assignments. (JB)

Lang, Gay, Ed.

EPTW: Educational Programs That Work. The Catalogue of the National Diffusion Network (NDN). 21st Edition.

PUB DATE- 95

NOTE- 338p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Adult Education; Career Education; *Demonstration Programs; Dropout Prevention; Early Childhood Education; Elementary Secondary Education; Gifted; Health Education; Higher Education; Humanities; Inservice Teacher Education; Interdisciplinary Approach; Mathematics Education; Migrant Education; Parent Participation; Physical Education; Preservice Teacher Education; *Program Descriptions; *Program

*Low Achievement; *Multiple Choice Tests; *Performance; Racial Differences; Sex Differences
IDENTIFIERS- *Advanced Placement Examinations (CEEB); *College Entrance Examination Board
Students with high scores (top third) on the essay portion of an Advanced Placement Examination (AP) (College Board) and low scores (bottom third) on the multiple-choice portion of the same examination were compared with students whose performance showed the opposite pattern. Across examinations in different subject areas (history, English, and biology) students who were relatively strong in the essay format and weak in the multiple-choice format were about as successful in their college courses as students who showed the opposite pattern, especially in courses where grades are not typically determined by multiple choice tests. Across several ethnic/racial groups, males tended to receive relatively high scores on the multiple-choice portion of the AP United States History Examination while females received higher scores on the essays than the multiple-choice questions. Because the population of students who take the AP Examinations is exceptionally able, generalizations to less able students are not warranted. Nine tables present study data. (Contains 14 references.) (Author/SLD)

ED 381 555

TM 022 890

Wainer, Howard; Thissen, David
On Examinee Choice in Educational Testing. GRE Board Professional Report No. 91-17P.

PUB DATE- Jun 94

NOTE- 42p.; Reprint from "Review of Educational Research," Spring 1994, Vol. 64, No. 1, pp 159-195.

LANGUAGE- English

FDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Constructed Response; *Difficulty Level; *Educational Testing; Equated Scores; *Individual Testing; *Item Banks; Literature Reviews; *Test Bias; Test Construction; Test Format; Test Items; Test Length

IDENTIFIERS- *Choice Behavior

When an examination consists in whole or part of constructed response test items, it is common practice to allow the examinee to choose a subset of the constructed response questions from a larger pool. It is sometimes argued that, if choice were not allowed, the limitations on domain coverage forced by the small number of items might unfairly affect some examinees. Alternatives, such as increasing test length or confining questions to a core curriculum, might discourage teachers because of practical considerations. In this consideration of whether allowing examinee choice is a sensible strategy, some of the pitfalls of allowing choice are described. Some experimental steps that can tell whether choice can be implemented fairly are discussed. A bleak picture of the use of examinee choice emerges. To make tests with choice fair requires equating the test forms generated by the tests for their differential difficulty. Accomplishing this requires some special data gathering effort or trust in assumptions about unobserved responses that, if true, obviate the need for choice. If test items can be equated successfully, the value of choice is removed for any but the most superficial sense. Eight tables and seven figures illustrate the discussion. (Contains 40 references.) (SLD)

ED 381 556

TM 022 891

IDENTIFIERS- *Reality

The primary purpose of this volume is to awaken a realization on the part of helping professionals that some people have real-life emotional and psychological distress that cannot be defined or treated, like traditional psychopathological problems. Professionals must identify real-life problems that must be treated if the person is to live successfully. This distress must be differentiated from other forms of psychological and emotional distress. Each of the nine chapters defines the nature and treatment of real-life problems. The first three chapters provide a foundation for understanding the status of treatment for real-life problems. Chapters 4, 5, and 6 explore the normalcy of people's reactions and experience of real-life problems. Chapters 7 and 8 provide the professional helper with general guidelines for treatment of real-life problems, and Chapter 9 is a brief discussion of research and professional development needs. (Contains 99 references.) (SLD)

ED 381 576

TM 023 043

Shaughnessy, Michael F.

On the Theory and Measurement of Creativity.

PUB DATE- 95

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Comparative Analysis; *Creativity; Creativity Tests; Definitions; *Measurement Techniques; Productivity; *Psychometrics; Rating Scales; Test Construction; Test Reliability; *Test Use; Test Validity; *Theories

IDENTIFIERS- *Structure of Intellect; *Torrance Tests of Creative Thinking

Developments in the measurement and theory of creativity are reviewed, and the present status of creativity vis-a-vis psychometrics and theory is explored. The realm of creativity has been a quagmire of definition problems, with creativity variously defined in terms of process or stages. In past eras, creativity was essentially measured by output or productivity. Contemporary measures include the Torrance tests, derived from the structure of intellect model, and various tests such as the Remote Associates Test (Mednick, 1962), the Starkweather Originality Test (1974), the Group Inventory for Finding Creative Talent (1980), the Barron Welsh Art Scale, and a number of rating scales and surveys. The proliferation of tests suggests that it is necessary to review the components of a test before issuing it, looking for an operational definition of creativity and support for test reliability and validity. Minimum requirements include: (1) outside empirical support for the test; (2) long-term follow-up studies; (3) comparison measures against other recognized measures; (4) essential basic agreement in the field as to what "creativity" means; and (5) an adequate theoretical base for research and test construction. (Contains 36 references.) (SLD)

ED 381 577

TM 023 044

Brownfield, Kelley M.

The Relationship between the Myers-Briggs Personality Types and

Learning Styles.

PUB DATE- 93

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

Survey of Needs: Single Homeless Men. Denver Metro Area, 1993.

PUB DATE- Jun 94

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Basic Skills; Blacks; Educational Attainment;

*Educational Background; Elementary Secondary Education; Ethnic

Groups; Hispanic Americans; *Homeless People; *Males; Minority

Groups; *Needs Assessment; Surveys; *Vocational Education;

Whites

IDENTIFIERS- *Colorado (Denver); *Single Persons

The Adult Learning Source Homeless Program of the Colorado Department of Education conducted an educational needs assessment of single homeless men in the Denver metropolitan area. A questionnaire was developed with the input of social services workers and administered to 74 homeless men in the summer of 1993. Forty-one percent were White, 24 percent were Black, and 27 percent were Hispanic. Thirty-four percent reported being disabled and 26 percent were veterans. Forty-eight percent reported that a high school diploma or equivalency was their highest level of education, although 30 percent reported attending some type of college. Only 22 percent had not finished high school. Fifty-seven percent reported receiving some type of vocational training. Half of the sample reported that they had no educational needs, but 9 of the 74 wanted to refresh basic skills and 8 wanted additional vocational training. Seventy-six percent reported the desire for more education, but reported homelessness, lack of money, learning difficulties, and other circumstances as barriers. Needs identified and targeted by the Department of Education center around accessing resources, problem-solving skills, and improving basic and life skills. The interview form is attached. Three tables summarize survey findings. (SLD)

Sheley, Joseph F.; And Others

Weapon-Related Victimization in Selected Inner-City High School Samples. A Final Summary Report Presented to the National Institute of Justice.

PUB DATE- Feb 95

NOTE- 25p.; Cover title varies slightly.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; Ethnic Groups; High Schools; *High

School Students; Inner City; Racial Differences; *School

Safety; Sex Differences; Social Problems; *Urban Schools;

*Victims of Crime; *Violence

IDENTIFIERS- *Victimization; *Weapons

A study funded by the National Institute of Justice finds that one in five inner-city students surveyed (one in three males) had been shot at, stabbed, or otherwise injured with a weapon at or in transit to or from school in the past few years. Dangers of the environment outside the school were more obviously related to the rate of adolescent victimization (weapon-related victimization) than the environment inside the school. Findings from the study were derived from responses to surveys completed by 1,591 students (758 males and 833 females)

Children's Fund (UNICEF)); (2) external and internal financial resources for EFA (India); (3) girls' and women's education, women's empowerment, and population issues (United Nations Population Fund (UNFPA)); and (4) education and society (UNESCO). A special panel was convened by the host country for the large Indian contingent to take advantage of discussions with eminent guests that was based on the new initiative, the District Primary Education Programme. The 9 countries agreed to work in collaboration on a distance education initiative, both to enhance training of teachers and other personnel, and to better reach neo-literates and marginalized groups. Appendices include a detailed program and a list of participants. (BK)

ED 381 480

SO 024 942

Stoltman, Joseph P.

The National Geography Content Standards. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Mar 95

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Academic Standards; Elementary Secondary Education; *Geographic Concepts; *Geography; *Geography Instruction; Map Skills; *Resource Materials

IDENTIFIERS- ERIC Digests; *National Geography Standards

This ERIC Digest discusses "Geography for Life: National Geography Standards 1994." The standards specify what students in U.S. schools should learn and be able to do with regard to geography. There are six essential elements of geography into which 18 standards are grouped: (1) the world in spatial terms; (2) places and regions; (3) physical systems; (4) human systems; (5) environment and society; and (6) the uses of geography. Five skill sets for geography are presented with the content standards. The skills are: (1) asking geographic questions; (2) acquiring geographic information; (3) organizing geographic information; (4) analyzing geographic information; and (5) answering geographic questions. The standards make it clear that geography skills are the means to access and address the content in the standards. The five skills and suggestions for their inclusion focus upon critical thinking and incorporate such processes as knowing, inferring, analyzing, judging, hypothesizing, generalizing, predicting, and decision making. While the skills are clearly identified, they must be integrated within the numerous content standard suggestions across the students' K-12 experiences. This Digest lists five reasons why geography standards should be used: (1) they reflect the scholarly contributions of geography to student learning in grades K-12; (2) constituent groups agree that the standards include what U.S. youth should know and be able to do in using geography; (3) they reduce geographic content to a manageable level; (4) they may be mixed and matched to provide for a content rich social studies; and (5) they will link all schools with common threads in the curriculum. Instructions for obtaining copies of the standards are included. Contains 13 references and ERIC resources. (BK)

ED 381 481

SO 024 943

McBee, Robin Maskell

Demistifying Research in Education and the Social Sciences. A

LANGUAGE- English
 EDRS Price- MF01/PC05 Plus Postage.
 PUB TYPE- Reports - Research/Technical (143), Test,
 Questionnaires, Evaluation Instruments (160)
 DESCRIPTORS- *Change Strategies; Educational Improvement;
 Elementary School Teachers; Field Experience Programs; Graduate
 Study; Higher Education; Intermediate Grades; Junior High
 Schools; *Middle Schools; *Preservice Teacher Education;
 *Program Effectiveness; Secondary School Teachers;
 *Specialization; Student Teaching; Surveys; Teacher Attitudes;
 *Teacher Education Curriculum; Teachers; Undergraduate Study
 IDENTIFIERS- Georgia; Kentucky; Missouri; North Carolina; Virginia
 This monograph reports on a survey of middle level teacher
 preparation, based on the 1992 "Windows of Opportunity" study
 and on a modified Delphi process which identified a pool
 comprised of members of the Center for Early Adolescence and
 others. These educators were asked to rate the 33
 recommendations from the "Windows of Opportunity" study for
 strengthening middle grades teacher preparation. The study
 focused on states that had "authentic" middle level teaching
 certificates and a relatively large number of middle level
 teacher preparation programs that were major specializations. A
 total of 2,139 middle school teachers in Georgia, Kentucky,
 Missouri, North Carolina, and Virginia responded to the survey.
 Slightly more than half of the teachers had some kind of
 special preparation for teaching young adolescents, but the
 majority received it in graduate programs. More than 40 percent
 of teachers did not have coursework on how to teach young
 adolescents, more than half did not have coursework on the
 curriculum and organization of the middle school, and nearly 60
 percent did not have field work or student teaching in the
 middle grades. Teachers who had more of seven identified
 coursework and field experience components in their
 professional preparation rated the quality of their preparation
 more favorably than did teachers with fewer of these
 components. Ten recommendations for middle grades teacher
 education are offered. Appendixes contain the survey
 questionnaire and a list of advisory panel members. (Contains
 44 references.) (JDD)

ED 381 498

SP 035 867

Multiple Teacher Training Programs: Information on Budgets,
 Services, and Target Groups. Fact Sheet for the Chairman,
 Budget Committee, House of Representatives.

PUB DATE- Feb 95

NOTE- 38p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,
 Questionnaires, Evaluation Instruments
 (160), Numerical/Quantitative Data (110)

DESCRIPTORS- Budgets; Elementary Secondary Education; Enrollment;
 *Federal Aid; Federal Government; *Federal Programs;
 *Government Role; Higher Education; Inservice Teacher
 Education; Preservice Teacher Education; Services; *Teacher
 Education Programs

This study examined the total number of federally funded teacher
 training programs (excluding student loans and grants that
 could be used for teacher training), the budget obligations for
 teacher training programs, the number of teachers trained by
 these programs, and differences in services across the
 programs. The study found that in fiscal year 1993 the federal
 government funded at least 86 programs related to teacher

effective teacher evaluation and improvement procedures in recent years. A discussion of portfolio use argues that it can encourage collegiality and collaboration; experimentation; incorporation of available knowledge bases; involvement in goal setting, implementation, evaluation, and decision-making; time to work on staff development and assimilate new learning; leadership and sustained administrative support; incentives and rewards; designs built on principles of adult learning; and integration of individual goals with school and district goals. A list of what to include in a portfolio suggests statement of goals and philosophy of teaching; summary of professional responsibilities and involvements; criteria for assessing teaching performance; and criteria for assessing service to school and the profession. It is concluded that portfolios allow for teachers to be in the middle of current efforts to improve the quality of teaching and learning in the schools. Contains 32 references. (JB)

ED 381 517

SP 035 894

Blackwell, E. Harold; Carlson, Gerald
Academic and Legal Ramifications of Hiring the Best.
PUB DATE- Mar 95

NOTE- 30p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Portland, OR, March 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Selection; *Compliance (Legal); Elementary Secondary Education; *Employment Interviews; Higher Education; Job Applicants; *Labor Legislation; Personnel Data; *Personnel Selection; Qualifications; *Questioning Techniques; *Resumes (Personal); Search Committees (Personnel); Teacher Selection

This paper outlines a process for hiring the best candidate for a faculty or staff position, particularly structuring the process and conducting resume reviews and interviews. The entire paper proceeds from the assumption that no management function is more critical than the hiring of faculty and staff. The first section provides suggestions for each phase of the hiring process: request to fill the position, formation of a search committee, deciding what the organization needs, writing the job description, determining the hiring criteria, and noting the legal ramifications of criteria. The next section on resume evaluation and interviews opens with suggestions for developing a candidate score-sheet (includes a sample). This section also offers suggestions on analyzing the resume, checking references, and conducting a successful interview. The section on interviewing covers: what questions to ask, styles of interview questions, questioning techniques, why interviews fail, 12 key points on which to evaluate each candidate, and telephone interviews. Final sections address compiling scores, correspondence, candidate elimination, and decision-making. Appended are: information on interviewing protected class candidates (covers illegal interview questions and their legal formulations); a list of obstacles to effective interviewing; and the preemployment guide of the College and University Personnel Association. (JB)

Effectiveness; Reading Programs; Science Education; Social Sciences; Special Education; Technology Education; Thinking Skills; Vocational Education; Writing (Composition)
IDENTIFIERS- *National Diffusion Network Programs

This volume is a catalogue of exemplary educational programs and includes current descriptions of most programs described in previous editions as well as new programs approved for national dissemination since publication of the last edition in 1994. In particular the volume describes programs approved by the Joint Dissemination Review Panel and the Program Effectiveness Panel after examination of objective evidence of effectiveness submitted by the developer of the program. Active programs are divided into 15 sections and then arranged alphabetically by program title. The sections are: Preservice/Inservice Training; Organizational Reform; Dropout Prevention/Alternative Programs; Reading/Writing; Humanities; Mathematics; Science/Technology; Social Sciences; Health/Physical Education; Multidisciplinary/Cognitive Skills; Early Childhood/Parent Involvement; Special Education; Gifted/Talented; Special Populations: Adult/Higher/Migrant Education; Career/Vocational Education. Each description covers audience, description, evidence of effectiveness, requirements, costs, services, and the name, address and telephone number of a contact person. Educational Resources Information Center (ERIC) descriptors are assigned to all active programs for help in locating programs that focus on a given area or content. Includes an index of programs by state, an index of ERIC descriptors, an alphabetical index of programs by title, and a list of programs new to this edition. (JB)

ED 381 536

SP 035 929

Mull, Hakan, Ed.
Teacher Training and the Educational System in Poland. Some Notes.
PUB DATE- Nov 94
NOTE- 136p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- Adult Education; Chemistry; Computer Uses in Education; Educational History; Educational Philosophy; Elementary Secondary Education; European History; Foreign Countries; Gifted; Higher Education; Mental Retardation; *Preservice Teacher Education; *Teacher Education Programs; Teacher Role; World War I; World War II

IDENTIFIERS- Freinet (Celestin); *Poland

This volume contains 12 papers on teacher training in Poland. Many reflect a special collaborative relationship between the Departments of Education at universities in Gdansk and Linköping. The papers are: "Teacher Training-Between Atomism and Holism" (Joanna Rutkowiak); "Following-Applying-Seeking Inspiration as Possible Varieties of Dialogue with the Pedagogy of Celestin Freinet" (Wanda Frankiewicz); "Teachers in Poland--Their Education, Professional Qualifications and Duties (to the Beginning of the 20th Century)" (Lech Mokrzejcki); "The Training of Teachers in the Renascent Poland of the Pre-War Period" (Janina Siwoszko); "The Education and Betterment of Teachers in Executive Posts in Polish Education in the Post-War Period" (Janina Siwoszko, Jozef Zerko); "A Concept of the University Training of Teachers in Poland" (Jan Zebrowski); "The Training of Staff for the Needs of Extra-School Adult Education" (Barbara Z. Malecka and Jozef Zerko); "Teacher's Preparation and His Work with Gifted Students" (Jan Papiez); "Teacher's Schooling for the Needs of Special Education for the Mentally

Livingston, Samuel A.; Sims-Gunzenhauser, Alice
Setting Standards on the Assessor Proficiency Test for the Praxis

III: Classroom Performance Assessment.

PUB DATE- Nov 94

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Beginning Teachers; *Criteria; Documentation;

Educational Assessment; Elementary Secondary Education;

*Evaluators; Licensing Examinations (Professions); Observation;

Regression (Statistics); *Scoring; Standards; *Teacher

Evaluation; Training

IDENTIFIERS- Accuracy; Performance Based Evaluation; *Praxis III;
Standard Setting

Praxis III is an assessment procedure that provides information for making instructional and licensing decisions about beginning teachers. The Praxis III Assessor's job is to interview the beginning teacher, observe the teacher in the classroom, score the teacher's performance on 19 criteria, and summarize the evidence for each score. The Assessor Proficiency Test (APT) consists of performing the assessor's task for a videotaped lesson. It yields two scores: accuracy and documentation. In this study, 5 judges (developers of the Praxis III assessment) evaluated the accuracy and documentation of APT records produced by 15 assessor trainees. Documentation judgments were made by group consensus; accuracy judgments were individual. Logistic regression analysis showed that both types of judgments were strongly related to the corresponding APT scores, but the judges' individual standards for accuracy varied greatly. Seven tables and two figures present study data. (Author/SLD)

ED 381 557

TM 022 892

Tannenbaum, Richard J.

Defining the Content Domain for the Praxis II Subject Assessment
in French: A Job Analysis Focusing on Knowledge and Abilities.

PUB DATE- Nov 94

NOTE- 94p.; For related documents, see TM 022 893 and TM 022 896.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrators; *Beginning Teachers; Cutting Scores;

Educational Assessment; *French; Job Analysis; Knowledge Level;

Secondary Education; *Secondary School Teachers; Surveys;

*Teacher Evaluation; *Test Construction; Test Items

IDENTIFIERS- *Praxis II; *Subject Content Knowledge

A job analysis was conducted, focusing on the knowledge and abilities important for beginning French teachers. The results of the job analysis are to be used to define the content domain of the subject assessment in French for the Praxis series of professional assessments for beginning teachers. A domain of 212 knowledge statements and ability statements was developed by subject-matter experts. These statements were then incorporated into a survey that was administered to about 350 French teachers, teacher educators, and administrators. These professionals rated the importance of the knowledge statements and ability statements using a five-point scale. A cut point of a mean of 2.50 was established to differentiate important statements and unimportant statements. The results indicated that a total of 19 knowledge statements and ability statements

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Processes; *Cognitive Style; Knowledge Level; Personality Assessment; *Personality Measures; Personality Traits; *Test Construction
IDENTIFIERS- *Myers Briggs Type Indicator; Preference Patterns
The Myers-Briggs Type Indicator (MBTI) is introduced. Some historical background and an overview of preference and types are given. Applications of the MBTI are discussed, focusing on educational issues concerning the study of learning styles. Learning styles are defined according to D. H. Kalsbeek, G. Lawrence, and others. Each dichotomous (two-sided) preference scale is discussed as to the aspect of learning style it measures, each having a unique importance in the relation of the MBTI to learning style. Each dichotomy's learning style characteristics are discussed, and an illustration is given as an example of how each type's learning style can be assessed. The MBTI measures not only personality type, but also each type's way of most effectively learning new material. The benefits of such knowledge are numerous. (Contains 9 references.) (Author/SLD)

ED 381 578

TM 023 045

O'Neil, Harold F., Jr.

Measurement of Teamwork Processes Using Computer Simulation.

Project 2.1, Designs for Assessing Individual and Group Problem Solving.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Dec 94

NOTE- 89p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Computer Simulation; Cooperative Learning; *Educational Assessment; Evaluation Methods; Evaluation Utilization; High Schools; *High School Students; Interaction; *Measurement Techniques; Pilot Projects; *Problem Solving; Statistical Bias; *Teamwork

IDENTIFIERS- *Negotiation Processes

Results of an initial attempt at measuring teamwork processes using computer simulation are presented, focusing on assessing team processes that emerge during the negotiation of a contract. The interaction between team members and how that interaction affects team performance were explored using a computer simulated negotiation. Participants interacted through computers using predetermined messages that were categorized as belonging to five teamwork processes. Tracking the messages gives a picture of teamwork processes. Two pilot studies involving 15 adults established the utility of the approach. Hypotheses that team processes would be positively associated with team performance and time and negatively associated with time-to-agreement and degree of fixed-pie bias were tested with 81 high school students. Results indicate that the measurement can be accomplished in a reasonably reliable and much more time-efficient manner through the computer simulation than through previous approaches. Five appendixes provide supplemental information. Twenty tables and four figures present study findings. (SLD)

ED 381 579

TM 023 046

Johnson, William L.; Johnson, Annabel M.

Refining the Charles F. Kettering Profile for a Junior High

in 10 inner-city public high schools in California, Louisiana, New Jersey, and Illinois. Seventy-five percent of those surveyed were African American, 16 percent were Hispanic, 2 percent were White. Victimization did not differ significantly across racial and ethnic lines, but was more frequent for males. Efforts to increase school safety are needed, but, in fact, reduction in the overall level of student violence will follow only after external conditions promoting violence are addressed. Three tables summarize survey findings. (Contains 15 references.) (SLD)

ED 381 599

UD 030 359

Environmental Attitudes and Behaviors of American Youth with an Emphasis on Youth from Disadvantaged Areas.

SPONS. AGENCY- National Environmental Education and Training Foundation, Washington, DC.

PUB DATE- Dec 94

NOTE- 158p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adolescents; *Attitudes; Behavior Patterns;

*Disadvantaged Youth; *Environment; Environmental Education;

High Schools; *High School Students; Qualitative Research;

*School Role; Social Problems; *Student Attitudes; Urban Youth

IDENTIFIERS- Focus Groups

The National Environmental Education and Training Foundation commissioned a survey on environmental attitudes and behaviors of disadvantaged youth in America to identify the critical gaps in environmental education so that resources can be targeted more effectively. Phase 1 consisted of qualitative research among disadvantaged students through nine focus groups in three cities--New York (New York), Los Angeles (California), and Chicago (Illinois). Phase 2 was a nationwide quantitative survey of 982 students in grades 4 through 12. This phase allowed comparison by gender, grade, and religion. Phase 3 consisted of an in-depth quantitative survey based on 2,139 interviews among students from disadvantaged areas. Findings make it apparent that young people care about the natural environment. Concern about environmental matters exists among students from disadvantaged areas, although it is not a leading concern. A wide set of other concerns weighs heavily on their minds, often shaping their perceptions of environmental issues and problems. Data suggest the importance of the school in environmental education and the need for new opportunities for involvement for disadvantaged youth. Two appendixes discuss the sample and methodology. The questionnaire is included. (SLD)

ED 381 600

UD 030 360

Bennett, Claudette E.

The Black Population in the United States: March 1994 and 1993.

PUB DATE- Jan 95

NOTE- 189p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Collected Works - Serials (022)

DESCRIPTORS- *Blacks; Census Figures; *Children; *Demography;

*Economic Factors; *Educational Attainment; Family Structure;

Geographic Regions; Housing; Income; Minority Groups;

*Population Trends; Poverty; *Social Characteristics;

Primer for LRE Folks.

PUB DATE- 93

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Citizenship Education; *Educational Research; Higher Education; *Law Related Education; *Qualitative Research; Social Studies; *Statistical Analysis

The article argues that the law-related educational (LRE) community should understand education research methods better to demonstrate to policy makers and funding sources the value of LRE and to evaluate alternative educational strategies. To facilitate the reading and conducting of research, the article explains for LRE practitioners research procedures and the format in which research results are presented. The scientific method is described as a process of forming a hypothesis and systematically and objectively testing the hypothesis through observation and experimentation. The article explains the differences between quantitative and qualitative research, experimental and non-experimental research, basic and applied research, and the problems of subject selection, sampling, reliability, and validity. Contains seven references. (JD)

ED 381 482

SO 024 957

McBee, Robin Haskell

Living the Law by Learning the Law. A K-12 Law-Related Education Curriculum Guide.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 94

NOTE- 146p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Citizenship Education; *Elementary School Curriculum; Elementary Secondary Education; Instructional Materials; *Law Related Education; *Secondary School Curriculum; Social Studies; Teaching Methods

IDENTIFIERS- Constitution of Virginia

This curriculum guide is designed to assist teachers at all levels in their efforts to infuse law-related education (LRE) into their regular course of instruction. The curriculum goals are (1) to promote good citizenship through an understanding of and active participation in a democratic society; (2) to foster respect, understanding, and appreciation of diversity; (3) to develop, improve and integrate thinking and interpersonal skills; and (4) to increase knowledge of and insights into the personal relevance of law and the Constitution. The first part of the guide provides a framework for organizing and selecting (LRE) activities based on concepts of power, justice, liberty, and equality. The guide presents teaching strategies appropriate to LRE including case studies, mock trials, resource persons, role playing, simulations, and various games. Lesson plans are divided into levels--lower and upper elementary, middle, and high school--and provide concepts, rationale, objectives, materials, procedures, and assessment. Many of the lesson plans include handouts for student activities and some include primary documents such as the Constitution of Virginia. The appendix includes a copy of the United States Constitution. (JD)

ED 381 483

SO 024 972

training in 9 federal departments and agencies. Detailed questionnaire data were collected from 42 programs. The 42 programs whose primary focus was teacher training obligated \$289 million for teacher training activities and trained over 1 million teachers. In fiscal year 1993, over 130 program officers were employed by the 9 federal agencies to oversee the teacher training programs. Although these 42 programs have some similarities, the purposes, the target groups, and the mix of services provided to teachers differ widely. Typically, these programs funded conferences, trainer salaries, travel, and materials. An appendix contains a copy of the questionnaire. (JDD)

ED 381 499

SP 035 868

Shealy, Barry E.
Reflective Modeling in Teacher Education.

PUB DATE- Aug 93

NOTE- 10p.; Paper presented at the International Conference on Teaching Mathematical Modelling and Applications (6th, Newark, DE, August 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Higher Education; Learning Activities; Mathematical Applications; *Mathematical Models; *Mathematics Instruction; *Methods Courses; *Preservice Teacher Education; Problem Solving; *Reflective Teaching; Secondary Education; *Secondary School Mathematics; Teacher Education Curriculum

This paper describes mathematical modeling activities from a secondary mathematics teacher education course taken by fourth-year university students. Experiences with mathematical modeling are viewed as important in helping teachers develop a more intuitive understanding of mathematics, generate and evaluate mathematical interpretations, and connect mathematics to real-world and applied situations. A four-step cycle of the modeling process is presented, involving: a real problem situation, the formulated problem, the mathematical model, and conclusions and answers to questions generated through analyzing the model. Three concepts were incorporated into the teacher education course: (1) the importance of developing and understanding one's conceptual model of the situation; (2) emphasis on reflective knowledge; and (3) the participants' evaluation of the entire activity identifying their goals and biases and evaluating their own thought processes. In the course, the teachers found examples of relationships in everyday language that can be described mathematically, drew graphs, and compared the relationships to familiar functions as possible models. They then classified functional relationships to build families of functions through sorting activities. For example, teachers analyzed U.S. census data, investigated problems involving compounded interest, and discussed possible connections between a new business's advertising expenditures and their sales, thereby using linear, quadratic, exponential, logarithmic, periodic, rational, and algebraic functions. Problems encountered in teaching the modeling process are discussed. (Contains 15 references.) (JDD)

ED 381 500

SP 035 869

Shealy, Barry E.
Authority and Relativism "in the Trenches": A Case Study of Teacher Development.

Bishop, Kathleen Kirk; And Others
Family/Professional Collaboration for Children with Special
Health Needs and Their Families.
SPONS. AGENCY- Health Resources and Services Administration
(DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.

PUB DATE- 93

NOTE- 45p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *Cooperation; Delivery Systems; Early Intervention;
*Family Involvement; *Family Programs; Interpersonal
Relationship; *Interprofessional Relationship; Parent
Participation; *Special Health Problems; *Teamwork; Young
Children

This monograph represents the collective thinking of parents of children with special health needs, family members, and professionals concerning what is necessary and important in collaborative relationships. Collaboration is viewed as a way to improve quality of life and health of children and their families, by working together to humanize the service delivery system in a spirit of shared ownership and responsibility. Seven principles of family/professional collaboration are discussed. Family/professional collaboration: (1) promotes a relationship in which family members and professionals work together to ensure the best services for the child and the family; (2) recognizes and respects the knowledge, skills, and experience that families and professionals bring to the relationship; (3) acknowledges that the development of trust is an integral part of a collaborative relationship; (4) facilitates open communication so that families and professionals feel free to express themselves; (5) creates an atmosphere in which cultural traditions, values, and diversity of families are honored; (6) recognizes that negotiation is essential in a collaborative relationship; and (7) brings to the relationship the mutual commitment of families, professionals, and communities. The monograph concludes with a list of people and programs involved in the University of Vermont's Family/Professional Collaboration Project and a list of key elements of family-centered care. (Contains 39 references.) (JDB)

ED 381 519

SP 035 896

Weiler, Robert M.; Walls, Nicole A.
Suggested Acquaintance/Dare Rape Education & Prevention
Strategies for School Health Instruction.

PUB DATE- 13 Apr 94

NOTE- 29p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Portland, OR, March 28-April 1, 1995); Exposition of the Association for the Advancement of Health Education (Denver, CO, April 13, 1994). Conference and authors' names overlay text.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052), Speeches,
Conference Papers, "Papers Presented at..." (150), Test,
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Crime; *Health Education; Health Materials; Health
Programs; Health Promotion; High Schools; *Prevention; *Rape;

Retarded" (Halina Borzyszkowska, Dorota Krzeminska); "The Changing Approaches towards Educating Teachers for Mentally Disabled Children in Poland after World War II" (Danuta Grzybowska, Romuald Grzybowski); "Integrated Education Model for the Chemistry Students of Gdansk University" (Elzbieta Kowalik); and "Preparation of Teachers to the Educational Application of Computers" (Grazyna Penkowska). Most papers contain references. (JB)

ED 381 537

SP 035 930

Teacher to Teacher Talk: Student Performance on MSPAP.

PUB DATE- 94

NOTE- 46p.; For earlier assessments, see ED 379 220-221.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Educational Assessment; Elementary Education; Grade 3; Grade 5; Grade 8; Mathematics Instruction; Reading Skills; Science Instruction; Social Studies; *Teacher Attitudes; *Teacher Effectiveness; *Teacher Improvement; Test Coaching; Test Interpretation; Test Results; Test Wiseness; Writing Skills

IDENTIFIERS- *Maryland School Performance Assessment Program

This publication is a distillation of the most salient, most often repeated observations and recommendations of Maryland teacher-test scorers on their experiences scoring student responses to the Maryland School Performance Assessment (MSPAP) test in 1994. Feedback is organized into perceptions about what would be pertinent to share with other teachers and actions or what a teacher-scorer anticipates doing in that classroom in the coming year based on the scoring experience. This year's edition also contains a new section, "Look How Far We've Come," in response to the increasing number of positive observations from teachers who are veterans of previous years' scoring projects. Comments are organized by grade level and content area (general, reading, writing/language use, mathematics, science, social studies) though many comments cross content areas and grade levels. (JB)

ED 381 538

SP 035 933

Jung, Charles; And Others

Interpersonal Communications. Leader's Manual and Participant Materials.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.

PUB DATE- 73

NOTE- 661p.; This record replaces ED 095 127 and makes the document available via EDRS for the first time.

LANGUAGE- English

EDRS Price- MF03/PC27 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- *Communication Skills; Elementary Secondary Education; Faculty Development; *Inservice Teacher Education; Instructional Materials; *Interpersonal Communication; *Interpersonal Competence; Teacher Behavior; *Teacher Workshops; *Teaching Skills

This leader's manual on interpersonal communications consists of materials for a workshop, including instructions for leaders and hand-outs for participants. The purpose of the workshop is to give teachers knowledge and skills of behavior applicable to: (1) face-to-face communication; (2) individual styles of communicating; (3) group and organizational factors that affect

failed to pass the cut point. It is recommended that these 19 statements not be included in the development of the subject assessment in French. Instead, emphasis should be put on the 193 statements that did pass the cut point. Seven tables and seven figures present survey findings. (Contains 16 references.) (Author/SLD)

ED 381 558

TM 022 893

Tannenbaum, Richard J.

Defining the Content Domain for the Praxis II Subject Assessment in Business Education: A Job Analysis Focusing on Knowledge and Skills.

PUB DATE- Nov 94

NOTE- 95p.; For related documents, see TM 022 892 and TM 022 896.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143), Numerical/Quantitative Data (110), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrators; *Beginning Teachers; *Business Education; Cutting Scores; Educational Assessment; Job Analysis; Knowledge Level; Professional Development; Secondary Education; *Secondary School Teachers; Surveys; *Teacher Evaluation; *Test Construction; Test Items

IDENTIFIERS- *Praxis II; *Subject Content Knowledge

A job analysis was conducted of the knowledge and skills important for the competent performance of beginning business education teachers. The results of this job analysis will be used to define the content domain of the subject assessment in Business Education for the Praxis Series of professional assessments for beginning teachers. A domain of 207 important knowledge and skill statements was developed by subject-matter experts. These statements were then incorporated into a survey completed by over 1,000 business education teachers, administrators, and teacher educators. These business education professionals rated the knowledge and skill statements using a five-point scale. Statements were then judged to have a mean importance rating equal to or greater than 2.5 (midpoint of the scale) were considered eligible for inclusion in the subject assessment. Of the 207 knowledge statements and skill statements, 17 had mean ratings of less than 2.5 across all groups. Emphasis in test development should be placed on the 190 knowledge or skill statements that passed the 2.5 cut point. Six tables present study findings, and seven appendixes contain supplemental information. (Contains 16 references.) (Author/SLD)

ED 381 559

TM 022 895

Wilson, Kenneth M.; Tillberg, Rebecca

An Assessment of Selected Validity-Related Properties of a Shortened Version of the Secondary Level English Proficiency Test and Locally Developed Writing Tests in the LACCD Context.

PUB DATE- Nov 94

NOTE- 116p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143), Numerical/Quantitative Data (110), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; *College Students; Community Colleges; Correlation; Educational Assessment; *English (Second Language); Scores; Scoring; *Student Placement; Test

School Student Population.

PUB DATE- Jan 95

NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 26-28, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Curriculum Development; *Educational Environment; Factor Analysis; *Factor Structure; Junior High Schools; *Junior High School Students; Program Development; School Districts; *Test Use

IDENTIFIERS- *CFK Ltd School Climate Profile (Fox et al)

This study investigated the factor structure of the Charles F. Kettering Scale, a measure of climate used frequently for program and curriculum revision. A total of 228 students from a junior high school campus of a large school district in the Southwestern United States completed the General Climate Factors section of the Kettering scale. Primary and second-order factor analysis suggested different subscales than those given for the profile. The first-order analysis did not verify the developers' proposed structure, and the second-order analysis found subscales that were cognitive-managerial and affective-experimental in nature. Refinements are offered to make the instrument more effective for the junior high school student population. One figure and four tables present study data. (Contains 37 references.) (Author/SLD)

ED 381 580

TM 023 049

Velotta, Cynthia L.

Teacher Shortages in the United States: Outlook for the Future.

PUB DATE- Oct 94

NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (October 12-15, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150), Numerical/Quantitative Data (110)

DESCRIPTORS- Age Differences; Class Size; *Demography; Elementary Secondary Education; *Employment Patterns; Enrollment; *Futures (of Society); Geographic Regions; *Labor Market; Population Distribution; Public Schools; Tables (Data); Teacher Characteristics; *Teacher Shortage; *Teacher Supply and Demand; Teaching (Occupation)

The outlook for teacher employment in public education is important to current and future teachers and policymakers of elementary, secondary, and higher educational institutions. The number of teachers needed is dependent on several factors including: (1) population of school-age children; (2) number of existing teachers; (3) age of the existing teacher population; and (4) class size. Changing geographical population distributions and areas of teaching specialization are additional factors that affect prospects for employment. This paper describes demographic characteristics of teachers and students as well as characteristics of the job market to reveal current and potential teacher shortages. The primary source of demographic information was the National Center for Education Statistics. The investigation reveals shortages of teachers in various fields and geographic regions. Suggestions for policymakers and prospective teachers are provided. Five tables summarize data on teachers. (Contains 6 references.)

Socioeconomic Status

This report presents a statistical portrait of the demographic, social, and economic characteristics of Blacks based primarily on the March 1993 and 1994 Supplements to the Current Population Survey. Topics covered include population growth and geographic distribution, marital status, family type and composition, educational attainment, employment and unemployment, occupational distribution, family income and earnings, poverty status, and the tenure of householders. The report includes a special emphasis on children as of March 1993. Data are presented on demographic, social, and economic characteristics for black children under 18 years since 1970. In 1994, the black population numbered 33 million, about 13 percent of the nation's total. In 1993, there were 11 million black children under age 18. In 1980, 8 percent of black adults had at least a bachelor's degree, but in 1994 this proportion had increased to 13 percent. Black families had a real median income of \$21,550 in 1993, not statistically different from their 1969 income of \$22,000. Twelve figures, 15 text tables, and 31 detailed tables present findings for population and economic trends. Six appendixes provide supplemental information, including discussions of methodology. (SLD)

ED 381 601

UD 030 361

Petro, Janice Rose; And Others

The Chapter 1 Challenge: Colorado's Contribution 1993.

PUB DATE- Oct 94

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; *Achievement Gains;

*Compensatory Education; *Disadvantaged Youth; *Educational Finance; Elementary Secondary Education; Enrollment; Ethnic Groups; *Federal Aid; Low Income Groups; Minority Groups; Remedial Programs; Urban Schools

IDENTIFIERS- *Colorado; *Education Consolidation Improvement Act Chapter 1

An overview is provided of Colorado's participation in Chapter 1, the largest federally funded program designed to provide services to elementary and secondary students. Chapter 1 provides financial assistance to state and local education agencies to meet the special needs of educationally deprived children who reside in areas with high concentrations of children from low-income families. In fiscal year 1993, Colorado Chapter 1 programs were administered by 100 districts and 8 Boards of Cooperative Educational Services. Staff members totalling 1,494.91 full-time equivalents served a total of 40,404 students in Chapter 1, with additional students served in a state-administered institution for neglected or delinquent children. Chapter 1 participants were concentrated in the early elementary grades. Fifty-five percent of participants belonged to an ethnic minority, representing a larger share than they did in the general student population. Also discussed are services, the measurement of achievement, and gains. Colorado consistently has higher average normal curve equivalent gain scores in reading, language arts, and mathematics in both basic and advanced skills than national averages for Chapter 1 students. Some successful projects are highlighted. (SLD)

ED 381 602

UD 030 369

Zimmerman, Enid, Ed.

Making a Difference: Differentiated Curriculum Units by Teachers
in the 1993 Artistically Talented Program.

PUB DATE- 94

NOTE- 155p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Collected
Works - General (020)

DESCRIPTORS- Aesthetic Education; Art Criticism; *Art Education;
Art History; Artists; Curriculum Development; Elementary
Secondary Education; *Gifted; Integrated Curriculum; Resource
Units; State Curriculum Guides; *Talent; Talent Development;
*Thematic Approach; Units of Study; Visual Arts

IDENTIFIERS- *Differentiated Curriculum (Gifted)

This book is a compilation of year-long thematic curriculum units developed and taught by teachers participating in the third Indiana University Artistically Talented Program (ATP). Units for artistically gifted and talented students, grade 4-12, are developed along guidelines which require that they: focus on complex ideas; use themes as organizers; include a variety of concepts not found in the regular classroom; incorporate resources including the study of the lives of creative people and how they solve problems; and employ methodologies used by professionals in the fields of art history, art criticism, aesthetics, sociology, anthropology, and psychology. Processes, products, and learning environments are differentiated to accommodate needs of the artistically gifted student. Two to five units are developed for each of the general themes. Each unit includes suggestions for activities, procedures, evaluation, and resources. The theme "Art and Environments" units are: (1) "Boxes: Private/Public Spaces" (Ursula Andrews); (2) "From Prehistoric Ritual to Present: A Hermeneutics of Prehistoric Symbolism and Our Bodies, Our Environment, Our Traditions, and the Process of 'Ritualizing'" (Fonda Mullins); and (3) "Symbols in Sand" (Charlotte Paul). Units in "Arts and Multicultures" are: (4) "The Human Figure as Expressive Symbolic Form" (Janneth Amos); (5) "Passageways Linking Discoveries: Cultural Ties in the Americas, Inca Indians, Pueblo, Zuni, Navajo, and Mound Builders" (Ann Fetters); (6) "Native American Culture, Art, and Design" (Leah Morgan); and (7) "Understanding Different Cultures Through Their Pottery" (Donald Turner). "Metamorphosis in Art" presents the following units: (8) "Art from Earth" (Karen Chilton); (9) "A Metamorphosis of the Portrait" (Robin Johnson); and (10) "Metamorphosis: Changes in Growth" (Bridgette Savage). The "Social and Political Issues" section contains: (11) "The Power of the Artist" (Joyce Behnke); (12) "Questions About Public Art" (Diana Cole); and (13) "Communication, Ecology, and Social Influences" (Charlotte Schrock). The "Animals and Art" section contains: (14) "Folktales and Fables to See and Hear" (Daron Henry); (15) "Animals in Art" (C. Jane McCauley); and (16) "Birds in Flight" (Jeannette Meridew). The book concludes with two units of "Interrelated Arts": (17) "A Visual Interpretation of Music Through Study of the Violin" (Ania Beczkiewicz); and (18) "Technological Influences in Art" (Raetta Patterson). (MM)

ED 381 484

SP 035 616

Valli, Linda

Professional Development Schools: An Opportunity To
Reconceptualize Schools and Teacher Education as Empowering

PUB DATE- Oct 94

NOTE- 31p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- *Beginning Teachers; *Beliefs; Case Studies; Field Experience Programs; Higher Education; High Schools; Interviews; *Mathematics Education; Methods Courses; Preservice Teacher Education; *Professional Development; Secondary School Mathematics; Secondary School Teachers; Student Development; *Student Teachers; *Teacher Attitudes; Teaching Experience

IDENTIFIERS- *Teacher Development

A preservice teacher was interviewed 10 times during his last year of teacher education, when he participated in several mathematics teacher education courses and field experiences, and his first year of high school teaching. The case study was designed to develop an understanding of the teacher development process by considering how one teacher developed or resisted new ideas, struggled with reconciling new ideas with his existing beliefs and structures of beliefs, and attempted to put new ideas into practice in the classroom. The study considered how classroom constraints (perceived or real) and the teacher's existing structure of beliefs affected the enactment and/or modification of beliefs. The case study followed the teacher's development in: initial understandings of mathematics and teaching, search for affirmation of beliefs, classroom organization, relating to students, role as a teacher, relating to peers, concerns about external constraints, and continuing growth. Themes in the teacher's belief system included "making mathematics interesting," "problem solving," "structure and control," and "helping people." Conflicts encountered in this belief structure as a result of teaching experience forced him to readjust and redefine his beliefs. Implications for teacher education are outlined. (Contains 19 references.) (JDD)

ED 381 501

SP 035 870

Moses, Jeewa R.

Roles and Relationships in Student Teaching: A Role-Play Activity.

PUB DATE- 20 Feb 95

NOTE- 20p.; Paper presented at the National Conference of the Association of Teacher Educators (75th, Detroit, MI, February 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Conferences; Decision Making; Discipline; Elementary Secondary Education; Higher Education; *Interpersonal Relationship; *Interprofessional Relationship; Methods Courses; Perspective Taking; *Preservice Teacher Education; Role Perception; *Role Playing; Student Teachers; *Student Teaching; *Teaching Methods

IDENTIFIERS- Preservice Teachers

This role-play activity is designed for use by teacher educators in a general or content area methods class to help education majors become knowledgeable of role expectations in the student teaching experience and build good interpersonal role relationships. Students conduct library research and interviews

Sexuality; *Units of Study; Violence
IDENTIFIERS- *Acquaintance Rape; *Date Rape

Data suggest that acquaintance and date rape may account for 50-70 percent of all reported rapes in the United States. Recent findings also indicate that one in four college women have been raped or a victim of attempted rape. As most rape victims are between 15 and 24 years of age, high school-based education programs must be provided if society expects to eliminate this social and public health problem. A series of lessons are proposed that can be included as part of a high school safety and injury prevention unit in an existing health education curriculum. This concept-based unit includes well defined behavioral objectives, recommended content, suggested materials and resources, suggested learning activities, and evaluation measures. Content includes: types of rape; relevant epidemiologic data; myths and stereotypes about rape; cultural influences and risk-factors associated with rape (including alcohol and drug abuse); verbal and non-verbal communication; and preventive strategies. Activities are designed to increase knowledge; to help students examine personal beliefs and cultural attitudes; and to strengthen communication, decision-making, and assertive-resistance skills. Students learn to recognize at-risk situations, verbal and nonverbal messages and stages that commonly occur prior to an acquaintance/date rape. Also, students practice prevention strategies and discuss how to apply them to everyday life. Instructional methods include lecture/discussion, video, group activities, attitudinal inventories, critical incidents, and music. Suggestions for student evaluation are provided. Appendixes contain definitions, sexual assertiveness continuum, text of three popular songs, scenarios, sexual assault/sexual behavior questionnaire, a list of prevention strategies, and practical tips. (Author/JB)

ED 381 520

SP 035 897

Criteria for Evaluating an AIDS Curriculum. Third Edition.

PUB DATE- 92

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Check Lists; Community Involvement; Curriculum Development; *Curriculum Evaluation; Developmental Stages; *Disease Control; Elementary Secondary Education; *Evaluation Criteria; *Health Education; Prevention; Staff Development

This booklet presents a set of criteria that can be used to evaluate and compare curricula for the teaching of Acquired Immune Deficiency Syndrome (AIDS) and Human Immunodeficiency Virus (HIV). The criteria are arranged in a checklist covering curriculum content and curriculum development/implementation. The booklet discusses developmental characteristics of students at different grade levels and appropriate approaches to HIV education in those grades, from kindergarten through grade 12. Information that should be communicated to all adolescents is provided. A staff training program and strategies for parent and community involvement are also outlined. The booklet recommends that HIV and AIDS instruction take place within a comprehensive health education program that establishes a foundation for understanding the relationship between health

communication; and (4) continued improvement of individual communication skills. The program is designed to provide teachers with competencies in 20 areas, including paraphrasing, describing behavior, communicating under pressure, and assessing knowledge. Exercises in these areas provide three kinds of learning: (1) the participant becomes clearer concerning things to know about interpersonal communication; (2) the participant practices what he or she does in interpersonal communications; (3) and the participant becomes able to recognize more clearly his or her own personal style of communicating with others. Appendixes to the manual include film and tape scripts. (LL)

ED 381 539

SP 035 936

Rekkas, Alexandria J.

Early Field Experience: How Well Are Students' Expectations Met?

PUB DATE- 13 Oct 94

NOTE- 25p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 13, 1994).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Chronological Age; College Sophomores; Elementary Secondary Education; *Expectation; *Field Experience Programs; Higher Education; Preservice Teacher Education; Student Attitudes; Student Motivation

IDENTIFIERS- *Preservice Teachers

This study examined preservice teachers' expectations of their field experiences and how those expectations were met. The study population included primarily college sophomores who were either elementary or secondary education majors at a medium-sized university. An expectation checklist was given to 110 students prior to the field experience at the first seminar meeting of a required course for sophomore level participation (108 responses were usable). The Post-Experience Checklist was given to 85 students from the initial population 8 weeks later after students had participated for 40 hours in an elementary or secondary classroom (81 responses were useable). In addition 15 students (12 females and 3 males) volunteered to be interviewed. Results indicated that students held high expectations for early field experience and that those expectations were moderately met. Age, reason for wanting to become a teacher, and prior experience with children were found to be significant variables in the level of expectations and the degree to which expectations were met. Nontraditional students tended to have lower expectations of the field experience and their expectations were better met than those of traditional students. Interview results showed that interaction with the children and the cooperating teacher were the reasons why their expectations were met. (Contains 16 references.) (JB)

ED 381 540

SP 035 937

Wilkinson, Gayle A.

Using Feedback from Preservice Administrators To Promote

Reflection in Preservice Teachers.

PUB DATE- 8 Apr 94

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

Construction; Test Format; *Test Use; Test Validity; Two Year Colleges; *Writing Tests
IDENTIFIERS- *Los Angeles Community College District CA;
*Secondary Level English Proficiency Test
A study was undertaken to obtain direct empirical evidence for the validity and usefulness of English as a second language (ESL) placement of a shortened version of the Secondary Level English Proficiency (SLEP) Test being used in the Los Angeles Community College District (LACCD) and locally developed and scored writing tests. The LACCD provided scores on the shortened version of the SLEP and the writing samples, grades in English, and background data for over 10,000 students. Patterns of performance and concurrent relationships among scores on components of the LACCD placement battery were noted. Observed levels of correlation among scores and student performance in courses (grades earned) by course and college, and in various subgroups, were analyzed. Also considered was the extent to which observed relationships were influenced by nonvalidity-related factors. Findings provided direct evidence that the shortened SLEP and locally developed writing tests were providing valid information regarding ESL proficiency, and that they appear to be an effective basis for placing students within practical time constraints. One exhibit, 22 tables, and 6 figures present study data. Three appendixes contain an additional nine tables of supplemental information. (Contains 23 references.) (Author/SLD)

ED 381 560

TM 022 896

Tannenbaum, Richard J.
Defining the Content Domain for the Praxis II Subject Assessment in Earth and Space Science: Knowledge Important for Beginning Teachers.

PUB DATE- Nov 94

NOTE- 116p.; For related documents, see TM 022 892-893.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrators; *Beginning Teachers; Cutting Scores; *Earth Science; Educational Assessment; Job Analysis; Knowledge Level; Professional Development; Secondary Education; Secondary School Teachers; *Space Sciences; Surveys; *Teacher Evaluation; *Test Construction; Test Items

IDENTIFIERS- *Praxis II; *Subject Content Knowledge

A job analysis was conducted focusing on the knowledge important for beginning Earth and Space Science teachers. The results of the job analysis will be used to define the content domain of the subject assessment in Earth and Space Sciences for the Praxis series of professional assessments for beginning teachers. A domain of 292 knowledge statements and elements was developed by subject matter experts. These statements and supporting elements were then incorporated into a survey completed by 974 Earth and Space science teachers, teacher educators, and state administrators. These professionals rated the importance of each knowledge statement and element, and those ranking above the midpoint of the scale were considered eligible for the subject assessment. The 36 statements and elements that did not pass the cut point are not recommended for the final version. Emphasis, instead, should be put on the 256 knowledge statements and elements that did pass the cut point. Six tables present study results, and eight appendixes provide supplemental information. (Contains 16 references.) (Author/SLD)

(Author/SLD)

ED 381 581

TM 023 051

Baldwin, Beatrice

School Environment Analysis. Louisiana Principal Internship.

PUB DATE- 94

NOTE- 56p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Support; Demography; Educational

Assessment; *Educational Environment; Educational Improvement;

Educational Planning; Elementary Secondary Education;

*Internship Programs; *Principals; *Productivity; Professional

Development; *Satisfaction

IDENTIFIERS- Louisiana; *Louisiana Principalship Program

A school environment analysis is a comprehensive set of techniques that assess productivity and satisfaction of both students and staff. While the means to school environment assessment are not particularly complicated or time consuming, the analysis must be conducted in a comprehensive and systematic fashion, using a variety of types of data. School environment analysis fits into the school improvement process as an essential early step. The Louisiana Principalship Program (LPP) asks beginning principals to plan for and implement the first steps of the school improvement process, beginning with a school environment analysis that includes evaluation of: (1) the instructional program; (2) the socioemotional needs of students; (3) community support; (4) school atmosphere; (5) professional development; (6) goal attainment; and (7) demographic characteristics. Directions are included for this analysis under the LPP. The worksheet pages, the guide, and a summary matrix for the school's environment are included. (SLD)

ED 381 582

TM 023 054

Mislevy, Robert J.

Test Theory Reconciled.

SPONS. AGENCY- National Center for Research on Evaluation,

Standards, and Student Testing, Los Angeles, CA.; Office of

Naval Research, Arlington, VA. Cognitive and Neural Sciences

Div.

PUB DATE- Feb 95

NOTE- 63p.; Based on an invited address presented to the National Council of Measurement in Education (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,

Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Psychology; Developmental Psychology;

*Educational Testing; *Inferences; *Research Methodology;

*Statistical Analysis; Test Interpretation; *Test Theory

Educational test theory consists of statistical and methodological tools to support inferences about examinees' knowledge, skills, and accomplishments. The evolution of test theory has been shaped by the nature of users' inferences which, until recently, have been framed almost exclusively in terms of trait and behavioral psychology. Progress in the methodology of test theory enabled users to extend the range of inference, sharpen their logic, and ground their interpretations more solidly within these psychological

Maryland's African-American Males: Health, Education, Employment and Economic Development, and Criminal Justice. Report of the Governor's Commission on Black Males.

PUB DATE- Jun 93

NOTE- 137p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *At Risk Persons; *Blacks; Crime; Disadvantaged Youth; Economic Factors; *Educational Change; *Elementary Secondary Education; Employment Patterns; Health; Law Enforcement; *Males; School Restructuring; State Government; *Urban Schools; Urban Youth

IDENTIFIERS- African Americans; *Maryland

This report summarizes the findings and recommendations of the Maryland State Governor's Commission on Black Males. It reflects the research, experience, and contentions of the Commissioners and the many people who testified at hearings throughout the state. The results are not exhaustive, but they mark a point from which progress and improvement can begin. The report is divided into four main sections: (1) Health; (2) Education; (3) Employment and Economic Development; and (4) Criminal Justice. Each section includes a case for change and concludes with a set of recommendations. A number of interventions that have already been initiated are described. In its exploration of education, the Commission has concluded that the African American male has been excluded from the educational process. Changes must be made to move black males from at-risk status to one of high achievement, acknowledging that every child in the United States has a right to be educated to his or her maximum potential. Recommendations are made for educational change and school restructuring, and for teacher education that is sensitive to the needs of black males. Fourteen tables and three figures illustrate the discussions and recommendations. (SLD)

ED 381 603

UD 030 370

Parrott, Sharon; Greenstein, Robert
Welfare, Out-of-Wedlock Childbearing, and Poverty: What Is the Connection?

PUB DATE- Jan 95

NOTE- 63p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; Blacks; Early Parenthood; Economically Disadvantaged; Family Structure; *Illegitimate Births; Low Income Groups; *Poverty; Social Class; *Sociocultural Patterns; *Unwed Mothers; *Welfare Recipients; Welfare Services

IDENTIFIERS- *Aid to Families with Dependent Children; *Reform Efforts

In his well-known article "The Coming White Underclass" and other writings Charles Murray has suggested that welfare is the primary cause of out-of-wedlock childbearing. He contends that welfare, including Aid to Families with Dependent Children (AFDC), food stamps, and subsidized housing, should be eliminated. While Murray's views have gained a wide hearing, there is substantial evidence to suggest that welfare is not the primary cause of illegitimate births or teenage pregnancy. Contrary to popular impression, most out-of-wedlock births are not to teenagers. In fact, only 13% occur among women under age 18. Most researchers have found no connection, or only a small one, between AFDC benefits and childbearing decisions of young

Learning Communities.

PUB DATE- Apr 94

NOTE- 29p.; Keynote address for the Annual Meeting of the International Seminar on Teacher Education (Maastricht, The Netherlands, April 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Learning; *Constructivism (Learning); Educational Change; *Educational Environment; *Educational Principles; Elementary Secondary Education; Higher Education; *Learning Theories; Multicultural Education; *Professional Development Schools; School Role; Teacher Education

IDENTIFIERS- *Empowerment; Reform Efforts

This paper presents personal reflections on the nature of learning and the purpose of schooling and their implications for defining the work of professional development schools (PDSs). The paper examines the implications of intuitive learning, differences in learning, and political aspects of learning theory for professional development schools. This examination of learning theory suggests that: (1) it is unnecessary to conceptualize totally different types of learning environments for child and adult learners; (2) constructivism offers a powerful theory of child and teacher development; (3) learning should be self-directed, inquiry-oriented, and based on life experience; and (4) learning is both a cultural and a developmental process. The paper offers a vision of a PDS as an empowering, emancipating learning community that frees people from ignorance and knowledge that is trivial, subjugating, or hegemonic knowledge. The paper describes four characteristics of empowering learning communities (constructivist, problem-focused, multicultural and inclusive, and social reconstructionist) and outlines how they can guide PDS work. An example of a learning activity, which can be used with both teachers and students, that embodies these characteristics in an integrated fashion is provided. In addition, a brief discussion of how PDSs as learning communities would differ from traditional schools and teacher preparation, focuses on textbooks, teacher talk, traditional modes of grouping, and the dominant culture. (Contains 47 references.) (IAH)

ED 381 485

SP 035 645

Cosgrove, Maryellen; And Others

A Tale of Two Professional Development Schools.

PUB DATE- 13 Oct 94

NOTE- 20p.; Paper presented at a meeting of the Georgia Association of Teacher Educators (Atlanta, Georgia, October 13, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College School Cooperation; *Educational Research; Faculty Development; Higher Education; Inservice Teacher Education; Intermediate Grades; Junior High Schools; Middle Schools; Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; *Program Development; Student Teaching; *Teacher Improvement; *Teacher Role; Teaching Experience

concerning role expectations, use the information obtained to carry out 1 of 13 roles in a role-play activity, and describe how s/he felt playing the role. Role incumbents include: college supervisor, student teacher, cooperating teacher, teacher's aide, counselor, librarian, secretary, custodian, principal, assistant principal, reading specialist, mother, and father. Participants are grouped to solve case studies at different levels of school (elementary, middle, junior high, senior high, and developmental center). Five role play scenarios are presented, dealing with a student teaching conference, a parent-teacher conference, discipline, decision making, and priorities of school staff. The paper includes questions that students can use in interviewing role incumbents and questions that instructors can use in debriefing participants. (Contains 39 references.) (JDD)

ED 381 502

SP 035 872

Shapiro, Barbara C.
National Standards for Teachers.

PUB DATE- Feb 95

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Educational Improvement; Elementary School Teachers; Elementary Secondary Education; Higher Education; National Programs; *Professional Development; Secondary School Teachers; *Standards; *Teacher Certification; *Teacher Evaluation; Teaching Experience

IDENTIFIERS- *National Board for Professional Teaching Standards

The mission of the National Board for Professional Teaching Standards (NBPTS) is to strengthen teaching in order to improve schools. There has been general agreement that a national certification system that could reliably identify teachers who meet high and rigorous standards would command the respect of the profession and public. The NBPTS has developed a certification process which is voluntary, signifies highly accomplished teaching based on a specific set of professional criteria, is uniform across the country, and was developed by educators for educators. National Board Certification involves meeting field-specific standards, completing a performance-based assessment process, and participating in continuing education and ongoing professional development. National Board Certification gives principals a fair means of identifying and recognizing accomplished teachers. Principals can look to Board-certified teachers to provide collegiate opportunities for growth and change. Another activity would use certified teachers as resources for new candidates. Evidence of increasing support for NBPTS accomplishments is described, and ways in which principals can support NBPTS efforts are noted. (JDD)

ED 381 503

SP 035 873

D'Emidio-Caston, Marianne; And Others
Teachers' Voices: Reinventing Themselves, Their Profession, and Their Communities.

SPONS. AGENCY- Dewitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.; IMPACT II--The Teachers Network, New York, NY.

PUB DATE- Nov 94

NOTE- 74p.

LANGUAGE- English

and behavior. (JDD)

ED 381 521

SP 035 898

Newman, Richard E.; Miller, Michael T.
Historical Overview of Physical Education Teacher Education
Curricula in American Higher Education.

PUB DATE- 90

NOTE- 32p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Historical Materials (060)

DESCRIPTORS- *Curriculum Design; Curriculum Development;
*Educational History; Elementary Secondary Education; *Health
Education; *Higher Education; *Physical Education; Physical
Education Teachers; *Preservice Teacher Education; Private
Colleges; Recreational Programs; State Colleges; State
Legislation

IDENTIFIERS- *AAHPERD

This paper reviews the history of physical education teacher education curricula in higher education in the United States, the forces that have created curriculum changes, and the development of the professional association: the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD). The paper first discusses the initial preparation of physical education teachers in the 19th century. This section begins with the first normal school of physical education in 1861 and describes the physical education movement of the 1850s and 1860s, legislation that encouraged physical education, and educational thinking of the time. The next section describes state and privately funded physical education teacher education institutions. There follows a discussion of the 1900 to 1917 period when athletics, dance, and recreation were added to the physical education curricular format. A section on state legislation describes state policies and the impact of the work of leaders in the field in the first quarter of the 20th century. The next section looks at developments during the Depression. A section on expansion in health education, recreation, and safety education between 1941 and 1949 focuses on changes in curricula. The next section looks at the physical fitness movement of the 1950's. A final section looks at research, federal legislation, specialization, and teacher supply from the 1960's through the 1980s. Contains 52 references. (JB)

ED 381 522

SP 035 899

Freeman, William H.

Sport Coaching Certification as an International Educational
Trend.

PUB DATE- 30 Mar 95

NOTE- 10p.; Paper presented at the Annual Meeting of the American
Alliance for Health, Physical Education, Recreation, and Dance
(Portland, OR, March 30, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150); Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Athletic Coaches; *Certification; Educational
Trends; Elementary Secondary Education; Higher Education;
Physical Recreation Programs; *Standards

IDENTIFIERS- AAHPERD; *Coaching; Sports Officials

This paper looks at the international trend toward certification
of sport coaches and, in particular, developments and obstacles

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Administrators; Elementary Secondary Education; *Feedback; *Field Experience Programs; Higher Education; *Microteaching; Preservice Teacher Education; Reflective Teaching; Student Teacher Attitudes; Student Teaching; *Teacher Administrator Relationship; Units of Study

IDENTIFIERS- *Preservice Teachers; *Teacher Development

This study investigated the impact of administrators' constructive comments to preservice teachers about their micro-teaching demonstration. The project used a research model that concentrated on cognitive changes rather than changes in behavior and that used images of growth rather than measurable changes. It attempted to facilitate reflection, personal interaction through feedback, and understanding of professional development. Two university professors collaborated to facilitate the exchange of comments written by novices learning new skills to serve as feedback to each other. The videotapes of preservice teachers' micro-lessons in the experimental group were viewed by preservice administrators who were enrolled in a graduate course in supervision. The preservice teachers became part of either the control group (n=41) or the experimental group (n=34). Two sections of the experimental group completed an open-ended questionnaire. Results indicated that preservice teachers reflected on their specific lesson when they read the comments made by the preservice administrators. They also reflected on the process of learning to teach when they responded to the open-ended questions about the comments that were made about their lesson. Preservice teachers reported an increase in their confidence to teach and in their ability to learn to teach well. An appendix contains the survey instrument. (Contains 36 references.) (JB)

ED 381 541

SP 035 938

Lambert, Judy C.
Teacher Perception of Student Interest in Multicultural Tradebooks.

PUB DATE- Oct 94

NOTE- 31p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Books; *Childrens Literature; Cultural Pluralism; Elementary School Students; Elementary School Teachers; Grade 1; Heterogeneous Grouping; Homogeneous Grouping; Primary Education; Reading Instruction; *Reading Interests; Sex Differences; *Student Attitudes; Student Teachers; *Teacher Attitudes; Teaching Experience

IDENTIFIERS- Diversity (Student); *Multicultural Materials

This study investigated elementary school teachers' perception of their first grade students' interest in multicultural trade books. The study participants included 151 first graders, 17 experienced teachers, and 65 preservice teachers. The study used 15 multicultural trade books and 15 non-multicultural books matched as closely as possible in overall size and visual appeal. Children were shown the 30 books and then asked to indicate their interest in each. Teachers were also asked to rate their interest in each book. Findings indicated that

Eller, Elizabeth Grace

A Comparison of Analysis of Covariance and Blocking Designs in a Gender and Science Context.

PUB DATE- 94

NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Analysis of Covariance; Comparative Analysis; *Distance Education; Elementary Education; Elementary School Students; Pilot Projects; Pretests Posttests; *Research Design; *Science Instruction; Scores; *Sex Differences

IDENTIFIERS- *Blocking Paradigm; *Power (Statistics)

Data from a distance education project, Integrated Science 7 (IS7), were used to compare block designs with analysis of covariance (ANCOVA) for their ability to increase statistical power. The IS7 program enables students in grades six through eight to study science via satellite. A sample of 1,802 students from a pilot of the program yielded data for the study. The treatment by blocks designed were formed using the posttest aptitude scores as the dependent variable, the pretest scores as the concomitant or blocking variable, and the gender of the subjects of the independent variable. Two-block, 5-block, and 10-block designs were compared to 2 ANCOVA analyses. With the data used, the 10-block design appeared preferable to ANCOVA, but overall results suggest that there is no one optimal method. The use of ANCOVA versus blocking is dependent on several conditions, as discussed. Eleven tables present data from the analyses. Contains 49 references. (SLD)

Petry, John R., Ed.; And Others

Proceedings of the Annual Meeting of the Mid-South Educational Research Association (23rd, Nashville, Tennessee, November 9-11, 1994).

PUB DATE- Nov 94

NOTE- 188p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Abstracts; *Curriculum Development; Educational Assessment; Educational Change; *Educational Research; *Elementary Secondary Education; *Higher Education; *Professional Development; *Research Methodology; Research Utilization; School Restructuring; Special Education; Teacher Education

IDENTIFIERS- *Mid South Educational Research Association

This volume of proceedings of the Mid-South Educational Research Association's 23rd annual meeting contains abstracts of discussion sessions, display sessions, symposia, and training sessions. Over 320 abstracts and annotations are included, for sessions that cover the whole range of educational research. Assessment and measurement, educational improvement, educational change, school restructuring, and issues of culture, gender, and ethics are explored at elementary, secondary, and higher education levels, as well as for teacher education. Curriculum development and subject content are the

paradigms. In particular, the focus remained on students' overall tendency to perform in prespecified ways in prespecified domains of tasks; for example, to make correct answers to mixed-number subtraction problems. Developments in cognitive and developmental psychology broaden the range of desired inferences, especially to conjectures about the nature and acquisition of students' knowledge. Commensurately broader ranges of data-types and student models are entertained. The same underlying principles of inference that led to standard test theory can be applied to support inference in this broader universe of discourse. Familiar models and methods--sometimes extended, sometimes reinterpreted, sometimes applied to problems wholly different from those to which they were first devised--can play a useful role to this end. Contains three tables and seven figures. (Author)

ED 381 583

TM 023 056

Chelmsky, Eleanor

National Assessment Technical Quality.

PUB DATE- 11 Mar 92

NOTE- 20p.; Letter to William D. Ford, Chairman, House Committee on Education and Labor, and Dale E. Kildee, Chairman, House Subcommittee on Elementary, Secondary, and Vocational Education.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Academic Achievement; *Educational Assessment; *Elementary Secondary Education; *Evaluation Methods; *Mathematics Achievement; *Performance; *Scoring; *Standards; *Test Construction

IDENTIFIERS- *National Assessment Governing Board; National Assessment of Educational Progress; Standard Setting

In 1991 the National Assessment Governing Board (NAGB) released a report interpreting the achievement of U.S. students in mathematics on the 1990 National Assessment of Educational Progress in terms of a set of performance standards. The NAGB had been designing and implementing an approach to defining basic, proficient, and advanced levels of achievement and to expressing each level in terms of a score on the 1990 mathematics assessment. This letter is an interim response to a request by the House of Representatives for a review of NAGB achievement levels and related matters. Review of the development and results of the levels-setting approach has found problems of procedures, reliability, validity, and reporting. It is concluded that commitments to the further use of levels now being set in a similar manner seem premature. In addition, the General Accounting Office is examining the relationship between the NAGB and the National Center for Education Statistics and exploring ways to strengthen the capacity of the NAGB to make sound technical decisions. Enclosures contain NAGB definitions of achievement levels and a comparison of these levels and other national data. (SLD)

ED 381 584

TM 023 058

Estebaranz, Araceli; Mingorance, Pilar

School Development and Professional Development in the New

Educational Reform in Spain.

PUB DATE- Apr 94

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

unmarried women. It must be noted that the rise in out-of-wedlock childbearing is a society-wide trend, not concentrated among the poor, and influenced by many factors beyond welfare. Since the early 1970s, welfare benefits have fallen in purchasing power, but the proportion of children born outside of marriage has continued to rise. It is conceded that the welfare system needs substantial reform, but its elimination would abandon many poor children and their families. Two figures and two tables illustrate the discussion, and an appendix provides a research summary. (SLD)

ED 381 604

UD 030 371

Implementation of the Educational Research, Development, Dissemination, and Improvement Act. Hearing before the Subcommittee on Select Education and Civil Rights of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, Second Session (September 15, 1994).

PUB DATE- 95

NOTE- 110p.; Serial No. 103-120.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Academic Achievement; *Access to Education; Educational Improvement; Educationally Disadvantaged; *Educational Research; Elementary Secondary Education; *Equal Education; *Federal Legislation; Government Role; Hearings; *Information Dissemination; Minority Groups

IDENTIFIERS- Congress 103rd; Goals 2000; *Office of Educational Research and Improvement; Reauthorization Legislation

The House Subcommittee met to consider the progress that had been made toward the implementation of the restructuring of the Office of Educational Research and Improvement (OERI) and the fulfillment of its original mission, the equalization of educational opportunities for disadvantaged children. A report on implementation efforts was presented by Sharon P. Robinson, Assistant Secretary of OERI. The passage of the Education Research, Development, Dissemination, and Improvement Act, Title IX of the Goals 2000 Educate America Act, reaffirms the Federal government's commitment to reform through research rather than ideology. Progress in making OERI a consumer-driven organization is detailed, with systemic change efforts listed chronologically. Among the most important of the challenges facing OERI is the construction of five new institutes for research and dissemination among which are the Office of Reform Assistance and Dissemination, and The National Library of Education. The remarks of Sharon Robinson were followed by discussion and the supporting statements by Edmund W. Gordon, James McPartland, and Beverly J. Walker. (SLD)

ED 381 605

UD 030 372

Taylor, Charles; And Others

Multiculturalism: Examining the Politics of Recognition.

PUB DATE- 94

NOTE- 185p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010); Collected Works - General (020)

DESCRIPTORS- Constitutional Law; *Cultural Awareness; Democracy; Elementary Secondary Education; *Equal Education; Foreign Countries; *Government Role; *Multicultural Education; *Politics; *Recognition (Achievement); Sociocultural Patterns

IDENTIFIERS- Canada; Collectivism; Habermas (Jurgen)

IDENTIFIERS- Armstrong State College GA; Experienced Teachers; Preservice Teachers; *Teacher Development

This paper describes the goals, planning, governance, faculty roles, faculty development, and research activities at two professional development schools (PDSs) affiliated with Armstrong State College (Georgia). The college launched PDS partnerships with White Bluff Elementary School and Bartlett Middle School in September 1993. The roles of cooperating and other classroom teachers, college faculty liaison, and site-based supervisor are discussed. At both schools, reciprocity characterizes faculty development; both college and school faculty help to shape the professional development program at each institution. Collaborative inquiry is also an objective of each site, and formative and summative evaluation of program goals is an integral part of the program. Several examples of current and planned research activities are provided. Program goals include: (1) developing and implementing field sites, based on supportive partnerships, for preservice teachers; (2) maintaining innovative field-based experiences that reflect the social and racial balance of the school community; (3) utilizing faculty from school and college sites to develop curriculum and teach courses at all sites; (4) identifying and developing research-based supervision strategies; (5) fostering preservice and inservice teacher engagement in inquiry and reflective practice; (6) keeping teacher preparation at Armstrong State College dynamic and proactive; and (7) documenting the disseminating information about the planning, implementation, and evaluation of the PDS partnerships. (Contains 39 references.) (IAH)

ED 381 486

SP 035 734

Dickens-Smith, Mary

The Effect of Inclusion Training on Teacher Attitude towards Inclusion.

PUB DATE- 95

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Attitude Change; Elementary School Teachers; Elementary Secondary Education; Faculty Development; Higher Education; *Inclusive Schools; *Inservice Teacher Education; Mainstreaming; Outcomes of Education; Secondary School Teachers; Special Education Teachers; *Teacher Attitudes
IDENTIFIERS- *Chicago Public Schools IL

This paper reviews several studies on attitudes of regular and special educators toward inclusion of all children, regardless of disability, in the regular education environment and on attitude changes occurring as a result of staff development activities. Special education teachers (n=100) and regular education teachers (n=100) who were working for the Chicago (Illinois) Public School System and participated in an inservice training session on inclusion were given a questionnaire before and after the training. The majority of the teachers, in both special and regular education, revealed more favorable attitudes toward inclusion after their inservice training than they did before. Special education teachers showed an attitude gain on 8 of 12 questions, remained neutral on 3, and showed a slight drop on 1 question. Regular education teachers showed a positive attitude change on 11 of the 12 questions and a decline on 1. Both regular and special education teachers showed the greatest change on a question addressing the need for all teachers and administrators to

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; *Change Strategies; Class

Organization; Classroom Techniques; Curriculum Development;
*Educational Change; *Educational Innovation; Elementary School
Teachers; Elementary Secondary Education; Models; Multicultural
Education; School Choice; School Effectiveness; School
Organization; *School Restructuring; Secondary School Teachers;
*Teacher Role; Teaching Methods

IDENTIFIERS- Chicago Public Schools II; Lompoc School District
CA; Santa Ynez Valley Union High School Dist CA; Schools Within
a School Plan (Elementary Educ)

This collection of four case studies discusses the work of
teachers and their efforts to change their classrooms, schools,
and districts. The case studies show that teachers can learn to
use their own strengths and talents, knowledge, shared vision,
and commitment to student growth and development to effect
change. The first case study, "Santa Ynez Valley Union High
School" (Jon Snyder), documents how a rural California high
school brought together internal and external resources and
expertise to create a model for school change, and reports the
difficulty and complexity of mobilizing "whole school" change
and of sustaining optimism and momentum in face of early
setbacks. "Pod 200 Clubs: A Multicultural Curriculum in Action--
the Walt Disney Magnet School" (Lynette Hill with the
assistance of Alice Weaver) describes creation of a
multicultural and integrated curriculum within an open-
classroom team-teaching environment in Chicago (Illinois)
through student participation in interest groups. "Lompoc
Valley Middle School Challenger Program" (Marianne D'Emidio-
Caston and Jon Snyder) discusses creation of a California
school-within-a-school which focuses on active learning,
accountability, community of learners, integrated curriculum,
and changing relationships among teachers and between teachers
and parents. "The Foundations School: The School of Choice"
(Lynette Hill with the assistance of Alice Weaver) was brought
about by Chicago (Illinois) teachers who saw their role as
facilitators in the learning process and who believed in whole
language, child-centered classrooms and an interdisciplinary
approach to learning. Some generalizations are woven throughout
the fabric of the case studies that offer insights about
networks as supports for intellectual and social change, about
the subtleties and nuances of individual and collective
learning when they are part of the change process in schools,
and about the tensions that arise as teachers bring knowledge
from the outside to change the inside of their schools. (JDD)

ED 381 504

SP 035 876

Taliaferro, Barbara M.; Montoya, Alicia L.

Faculty and Administrators of Color in the Pennsylvania State
System of Higher Education: A Status Report.

PUB DATE- 95

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *Administrator Attitudes; Career Development;
*College Faculty; Ethnic Groups; Faculty Mobility; Faculty
Promotion; Higher Education; Minority Groups; *Minority Group
Teachers; Occupational Aspiration; Racial Bias; Racial
Differences; Sex Differences; State Surveys; *Teacher
Attitudes; Tenure; Women Administrators; *Women Faculty

toward certification in the United States. A look at developments abroad cites four common approaches to sport coaching certification with training falling into three focal areas: knowledge that is common to all sports, knowledge that is sport-specific, and practical experience. Representatives of each sport develop their own sport-specific curricula. Although standards may vary from one country to another they are generally minimal. National coaching programs in other countries usually require no more than the equivalent of two days' work in class to coach inexperienced children and no more than 2-3 weeks work in class for certification to coach Olympic-level athletes. Following sections discuss the basic knowledge needs of coaches, their technological knowledge and skill needs, and their traditional conservatism and fear of technology. A discussion of concerns in developing an American certification program notes that physical educators are a major force in shaping certification efforts, and that realistic guidelines are needed as well as applied coach education programs for certification. A final section describes the National Association for Sport and Physical Education (NASPE) and its proposed standards currently under discussion. Contains 38 references. (JB)

ED 381 523

SP 035 900

Buzzee, Linda L.
Integrating the Mind and Body of the High School and Collegiate Golfer.

PUB DATE- 93

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Athletes; *Athletic Coaches; College Students;

*Golf; Higher Education; High Schools; High School Students;

*Holistic Approach; *Teaching Methods

IDENTIFIERS- *Coaching

This paper describes coaching golf as an art and a science that requires the effective integration of the golfer's mind and body. In typical coaching situations it is presumed that the coach's task is to provide the student with a knowledge of the rules, swing mechanics, and course management skills. A coach's task includes much more, however. The coach's role should be defined as the ability to blend golf knowledge, teaching skills, and ability to allow the physical-mechanical aspects of golf to become intertwined with the cognitive characteristics of each player. Coaching strategies are suggested that address error corrections in terms of the physical and psychological requirements needed to elicit a change in performance of a specific golf or course management skill. Setting-up is described as a phase of the golf swing that prepares the mind and body for the execution of the shot. Further sections discuss initiating the swing, sequential analysis of the set-up, shot planning, and the full swing. Final sections discuss keeping instructions simple, resisting the urge to make multiple corrections over a short period of time, using language that does not instill fear, and bridging the gap between golf knowledge and effective shot production. (JB)

ED 381 524

SP 035 902

Kelley, R. Mark; And Others
Stages of Acquisition of Gateway Drug Use in Upper Elementary

amount of diversity within the school had an effect on children's interest in the two types of books. Children in heterogeneous classrooms rated the non-multicultural books significantly higher than the multicultural books. Children in homogenous classrooms did not rate the books significantly differently. Experienced teachers in heterogeneous classrooms and preservice teachers indicated that children would like the non-multicultural books more. Experienced teachers in homogenous classrooms did not perceive that the children would rate the books differently. It was also found that the same books do not appeal to both boys and girls, and that teachers in general are more accurate in their perception of girls' interest than they are of boys'. (Contains 14 references.) (JB)

ED 381 542

SP 035 939

Hall, Anita H.; Napier, Lee
Attitudes and Perceptions Expressed by Teachers across the State of Mississippi toward the Whole Language Approach to Teaching Reading.

PUB DATE- 10 Nov 94

NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (November 10, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Basal Reading; Board of Education Policy; Comparative Analysis; Elementary Education; Elementary School Teachers; Reading Instruction; School Districts; Teacher Attitudes; Teacher Characteristics; Whole Language Approach
IDENTIFIERS- Mississippi

This study examined the attitudes and perceptions of teachers using the whole language approach to teaching reading with those of teachers using the basal approach. Specifically, attitudes were compared based on teachers' instructional selection, district mandates, and personal demographics. Data on attitudes and opinions concerning the teaching of reading using the whole language approach were obtained from 156 elementary school teachers across the state of Mississippi. The data were examined in terms of the respondent's basic classification variables, which included age, teaching experience, educational qualifications, experience in teaching whole language, experience utilizing the basal approach, reason for teaching, and educational content area. The results indicated that the elementary teachers, whether electively using whole language, or mandated by the various school districts, overwhelmingly supported the use of the whole language approach to teaching reading as compared to the basal approach. (Contains 16 references.) (Author/JB)

ED 381 543

SP 035 940

Koskela, Ruth; Cramer, Susan
Preservice and Inservice Teacher Journals: What Do They Reveal?
PUB DATE- 14 Oct 94

NOTE- 22p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 14, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Beginning Teachers; Collegiality; Elementary

focus of several presentations. (SLD)

ED 381 563

TM 022 919

Schuyten, Shana; Tashakkori, Abbas

The Relationship between Assessor/Assessee Gender and Performance Observation Ratings.

PUB DATE- Nov 94

NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Evaluators; Internship Programs; *Observation; *Performance; Pilot Projects; Public Schools; Sex Bias; *Sex Differences; Sex Stereotypes

IDENTIFIERS- *Louisiana; Louisiana Teacher Internship Program; *Performance Based Evaluation

The effects of the genders of the assessor and the assessee on performance observation ratings of beginning teachers were studied in public schools in Louisiana. Data was collected in the pilot phase of the Louisiana Teacher Assessment Program for Interns, which included both teacher observation and structured interview. Of the assessees who reported their genders, 359 were female and 57 were male. Of assessors who reported gender, 468 were female and 195 were male. Dependent variables were the assessee's performance observation ratings. Independent variables were the genders of assessor and assessee. There were significant differences between the ratings of both male and female teachers, indicating that the gender of the assessee affected assessor ratings. However, no significant main effect of assessor gender was found in the results, suggesting that the bias of trained assessors does not seem to cause a major bias in the performance evaluation of teachers. Three tables present study data. (Contains 23 references.) (SLD)

ED 381 564

TM 022 924

Portfolio Assessment and High Technology videotape.

SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.; Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 94

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Non-print Media (100)

DESCRIPTORS- Academic Achievement; *Computer Uses in Education; Educational Assessment; Educational Improvement; *Educational Technology; Elementary Education; *Elementary School Teachers; Evaluation Methods; *Inservice Teacher Education; *Portfolio Assessment; Portfolios (Background Materials); School Districts; Standards; *Writing (Composition)

IDENTIFIERS- *Apple Classrooms of Tomorrow; Standard Setting

This videotape cassette portrays the role of portfolios for educational improvement through assessment in a California classroom participating in the Apple Classrooms of Tomorrow (ACOT) educational technology program. Elementary school students at the Stevens Creek School used computers for writing assignments, and included the best of their assignments in portfolios of completed work. The portfolios are computer-stored. Interviews with students and teachers indicated that both found it relatively easy to use portfolios for conferences

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Democracy; Economic Factors; *Educational Change; Educational Improvement; Elementary Secondary Education; Foreign Countries; Private Schools; *Professional Development; Public Schools; *Social Change; *Teacher Education

IDENTIFIERS- Reform Efforts; *Spain; Spain (Andalusia)

Components of the sociocultural, professional, and institutional contexts of teacher professional development in Spain are explored. Teacher training changes in Spain arise from the sociocultural context, with the increasing democratization of the nation since the 1980s, the recognition that areas and elements of society have been underserved, the links between Spain and the rest of Europe, and the requirements of the changing economy and the information society. Teachers need more support from the profession as a whole and from society to help them adopt innovations and be aware of the country's cultures. Educational authorities are recognizing the need for changes in teacher education, as exemplified by teacher training in Andalusia and the creation of the Andalusian Institute of Teacher Training and Evaluation. Professional development is also a concern in the private schools, as the report of a private school improvement initiative demonstrates. (Contains 22 references.) (SLB)

ED 381 585

TM 023 059

Bentley, Carol L.

Are Preservice Teachers Acquiring Skills in Educational Technology, How and Where? Results of a National Survey.

PUB DATE- Oct 94

NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 13-15, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Literacy; Computer Science Education; Computer Software; Curriculum; *Educational Technology; Education Majors; Elementary Secondary Education; Higher Education; Information Dissemination; *Skill Development; Student Characteristics; Surveys; Teacher Education; *Teacher Educators; *Telecommunications

IDENTIFIERS- *Preservice Teachers

A survey was undertaken to acquire information about the preservice training of teachers in technology. The survey considered general information and student characteristics, learning about hardware and software, the dissemination of educational technology, and information about telecommunications technology. Thirty-two surveys were completed by directors of curriculum materials centers in schools of education, a response rate of 64%. While some type of preservice training in the use of educational software was provided at 27 schools, only 16 schools indicated that this training was provided in a required course. The largest collections of software for the use of preservice teachers concentrate on drill and practice programs, followed by problem solving, programming, word processing, staff development, and simulations and game programs. Survey findings suggest that the technological training received by preservice teachers is inconsistent and not focused, and that training in telecommunications is at minimum levels in many institutions.

This volume focuses on the challenge of multiculturalism and the politics of recognition facing democratic societies today, concentrating on the United States and Canada in particular. The initial inquiry by Charles Taylor considers whether the institutions of liberal democratic government make room for, or even should accommodate, recognizing the worth of distinctive cultural traditions. This exploration is joined in this edition (the second in English) by an extensive essay by Jurgen Habermas, first included in the German edition, on the issues of recognition and the democratic constitutional state. Habermas argues that equal protection under the law is not enough to guarantee a constitutional democracy. K. Anthony Appiah offers commentary on the tensions between personal and collective identities, such as those shaped by religion, gender, ethnicity, race, and sexuality, and the tendency of multicultural politics to gloss over such tensions. These essays are joined by commentaries by: (1) Amy Gutmann; (2) Susan Wolf; (3) Steven C. Rockefeller; and (4) Michael Walzer. (SLD)

ED 381 606

UD 030 373

Vopat, James

The Parent Project. A Workshop Approach to Parent Involvement.

PUB DATE- 94

NOTE- 200p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Achievement; *Educational Planning; Elementary Education; Evaluation Methods; Inner City; *Parent Participation; *Partnerships in Education; Resource Materials; Self Esteem; *Urban Schools; *Workshops

IDENTIFIERS- Milwaukee Public Schools WI; *Milwaukee Writing Project WI; Parent Project

The Parent Project is a workshop approach to increasing parent involvement in their children's education. It began in the late 1980s in three inner-city elementary schools in Milwaukee (Wisconsin) as an outgrowth of the Milwaukee Writing Project. The workshop approach that developed focused on what children were learning in the classroom and how this learning could be supported at home. Working partnerships between parents and teachers have paid many dividends for the children in these schools. This guide to presenting workshops discusses how to begin them and how to conduct the workshop, with sample schedules and a list of factors that contribute to success. A 3-year plan is presented for moving beyond the initial meetings and promoting community building. Workshops for the specific areas of reading, writing, developing self-esteem, and special interests are described. Evaluation is an integral part of the parent participation project, and suggestions are offered for evaluation and advocacy. A resource section includes sample forms, an annotated bibliography of 39 children's books, a 180-item bibliography for children, and a list of resources for parents. (SLD)

ED 381 607

UD 030 374

Whitmore, Kathryn F.; Crowell, Caryl G.

Inventing a Classroom. Life in a Bilingual, Whole Language Learning Community.

become involved in inclusion. The study concludes that staff development is the key to the success of inclusion. (Contains 13 references.) (JDB)

ED 381 487

SP 035 815

Ludwig, Meredith; And Others

Sustaining the Supply of Math and Science Teachers: Assessing the Long-Term Effects of Nontraditional and Mid-Career Teacher Preparation Programs.

SPONS. AGENCY- National Science Foundation, Arlington, VA.

PUB DATE- 10 Jan 95

NOTE- 120p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Alternative Teacher Certification; *Career Change; Elementary Secondary Education; Higher Education; *Mathematics Teachers; Midlife Transitions; *Preservice Teacher Education; Program Descriptions; Program Effectiveness; School Business Relationship; *Science Teachers; *Teacher Education Programs; Teacher Recruitment; Teacher Supply and Demand

This research project examined characteristics of nontraditional or midcareer teacher education programs that offered a fast track to certification, served students entering teaching from another career/occupation, and were based in a university or cooperatively managed by industry and education. The report begins with a description of the alternative certification movement, an analysis of the dissatisfaction with the preparation of teachers, the evolving definition of alternative certification, and variations and consensus points in alternative route programs. The second section describes five projects visited: the California Mathematics and Science Teacher Corps Project of California State University; the Mid-Career Math and Science Teacher Preparation Program of Mills College (California); George Washington University's Crystal City Secondary Teacher Education Program in Arlington, Virginia; Project Promise of Colorado State University; and Engineers Into Education of Digital Equipment Corporation. The report reveals that the number of individuals in nontraditional university-based programs is small, that the isolation of teaching professionals from their business/industry counterparts remains unchanged regardless of the alternative movement, and that there is much less concern about bridging the worlds of practitioner and teacher together. Appendixes contain a copy of the survey form and a classification system of alternative routes to teacher certification. (Contains 21 references.) (JDB)

ED 381 488

SP 035 816

Developing a Residency Program as Part of Teacher Licensure. A Report in Accordance with Minnesota Statutes. 1993 Supplement. Section 125.230, SUBD. 7.(b).

PUB DATE- 15 Feb 94

NOTE- 54p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Beginning Teacher Induction; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Internship Programs; Preservice Teacher Education; *Professional Development Schools; School Restructuring; State

IDENTIFIERS- Pennsylvania; *Pennsylvania State System of Higher Education; People of Color

Data from the Pennsylvania State System of Higher Education (SSHE) indicate that men of color represent 13.1 percent of administrative positions and 6.42 percent of faculty positions, while women of color hold 9.66 percent of administrative positions and 4.05 percent of faculty positions. A study was conducted to compare the perceptions of 32 SSHE administrators and 52 SSHE faculty of color. Survey responses were analyzed in terms of demographics, perceived obstacles, perceived support, and aspirations of career mobility. Results confirm disparities of race and gender for faculty and administrators of color in the Pennsylvania SSHE. Career paths, opportunities for upward mobility, tenure, and promotion are reported as avenues of access paved with institutional, personal, and cultural racism. Most respondents indicated a desire to advance in their fields, but felt hindered by institutional barriers and to some degree by personal barriers. Men of color were reported by both women and men to be the least supportive in professional endeavors. Women faculty rated women of color as most supportive; male faculty and both male and female administrators rated white men as most supportive. Recommendations and strategies are offered for institutions and individuals. (Contains 23 references.) (JDD)

ED 381 505

SP 035 877

Hackmann, Donald G.; Schmitt, Donna M.
Promoting School-University Partnerships: Professional Development of Teachers through the Collaborative School Improvement Program.

PUB DATE- 21 Feb 95

NOTE- 15p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (75th, Detroit, MI, February 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College School Cooperation; Cooperative Programs; *Educational Improvement; Elementary Secondary Education; Higher Education; Models; *Participative Decision Making; *Partnerships in Education; Professional Development; *Professional Development Schools; Program Development; Program Implementation; School Districts

IDENTIFIERS- *Eastern Michigan University

One method of training principals and teachers to lead substantive change initiatives lies in partnership activities between schools and the local university. The Collaborative School Improvement Program (C-SIP) is a successful school-university partnership that focuses upon collaborative relationships between Eastern Michigan University and area schools to promote school improvement activities through building-level shared decision making. The C-SIP model offers a clearly delineated problem-solving approach that effectively combines theory, research, and practice. The individual school, the local school district, the intermediate school district, and Eastern Michigan University each assume important roles in ensuring the successful implementation of local projects. Faculty are recognized as equal shareholders in the change process, and administrative support is a prerequisite to a school's acceptance as a project school. Eastern Michigan University provides financial and technical assistance to each project site, and a faculty member is assigned as a facilitator

School Children.
 PUB DATE- 9 Oct 94
 NOTE- 11p.; Paper presented at the Annual Meeting of the American School Health Association (Houston, TX, October 5-9, 1994).
 LANGUAGE- English
 EDRS Price- MF01/PC01 Plus Postage.
 PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
 DESCRIPTORS- Alcoholic Beverages; Drinking; *Drug Use; *Elementary School Students; Grade 4; Grade 5; Grade 6; Intermediate Grades; Marijuana; Smoking; *Student Behavior; Tobacco
 IDENTIFIERS- *Arkansas; Drug and Alcohol Survey; Smokeless Tobacco
 This study examines the stages of acquisition of "gateway" drug use among fourth, fifth, and sixth grade students at 11 elementary schools in Arkansas. A 109-item questionnaire, administered in the classrooms by the classroom teachers, solicited information about the stages of acquisition and the subjects' use of alcohol, smokeless tobacco, cigarettes, and marijuana, as well as demographic information. Complete data were collected from 464 students. Of respondents, 77.4 percent were white. Results were analyzed within stages of use defined as: precontemplation 1--those who had not tried the substance and were not planning to; contemplation--those who had not tried the substance but were planning on trying it sometime; precontemplation 2--those who had tried the substance but were not planning to try it again; initiation--those who had tried the substance and/or were planning on trying it in the next 30 days; action--those who had used the substance regularly for up to 6 months; maintenance--those who had been using the substance for 6 months or longer; and habit change--those who had been using the substance regularly for at least 6 months and were thinking of stopping. Some of the findings were: (1) for alcohol use, 61 percent were in the precontemplation 1 stage, 24.1 percent in the precontemplation 2 stage, and 8.2 percent in the initiation stage; (2) for smokeless tobacco, 71.6 percent were in the precontemplation 1 stage, 2.4 percent in the contemplation stage, and 15.9 percent in the contemplation 2 stage; (3) for cigarettes, 80.8 percent indicated the precontemplation 1 stage, 1.3 percent the contemplation stage, 9.1 percent the precontemplation 2 stage, and 3.9 the initiation stage; (4) for marijuana, 93.5 percent indicated the precontemplation 1 stage, 0.4 percent the contemplation stage, and 0.9 percent the precontemplation stage. The conclusion is that the Stages of Acquisition of Gateway Drug Use model may be a useful tool for examining drug use among upper elementary school students. (Contains 12 references.) (JB)

ED 381 525

SP 035 903

Bennett, John P.
 Sequence Dance for Lifelong Leisure Activity: An International Experience!
 PUB DATE- 28 Mar 95
 NOTE- 9p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Portland, OR, March 28-April 1, 1995).
 LANGUAGE- English
 EDRS Price- MF01/PC01 Plus Postage.
 PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
 DESCRIPTORS- Adult Education; *Dance; *Dance Education;

Secondary Education; Higher Education; Inservice Teacher Education; *Journal Writing; Preservice Teacher Education; *Self Concept; *Student Journals; *Student Teachers; Teacher Attitudes; *Teacher Interns
IDENTIFIERS- Illinois; Preservice Teachers; Wisconsin

This study explored student teacher, intern, and beginning teacher journals for themes that might inform inservice and preservice teacher education programs. The journals of 58 teacher candidates and beginning teachers were read to identify themes. Then common themes were organized into categories and frequencies for each category were determined. Two groups comprised the population: (1) 14 teacher candidates enrolled in teacher preparation programs who were followed as student teachers or interns; and (2) 44 beginning teachers in Illinois and Wisconsin. Completing open-ended or semi-structured journal or log entries were requirements of both groups. Student teachers' and beginning teachers' themes were organized and information was reported based on several focusing categories. Among the student teachers' emerging themes included a personal sense of accomplishment, development, and excitement; steady construction of confidence; and a feeling of self sufficiency. A second theme of school interactions and relationships with staff also emerged. Beginning teacher entries were grouped by period of the academic year showing common concerns. Overall the journal entries revealed several common themes for both the student teacher and beginning teacher groups that may shed light on how best to design teacher education programs, field experiences, and support programs for beginning teachers. (JB)

ED 381 544

SP 035 942

Florio-Ruane, Susan; deTar, Julie
Conflict and Consensus in Teacher Candidates' Discussion of
Ethnic Autobiography.

PUB DATE- 94

NOTE- 34p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *Autobiographies; Books; Conflict; Cultural Awareness; Discourse Analysis; *Discourse Modes; *Discussion Groups; Elementary Education; Elementary School Teachers; *Ethnic Groups; Ethnicity; Females; Higher Education; Participant Observation; *Peer Influence; Preservice Teacher Education; *Student Teachers; Whites

IDENTIFIERS- Conversation; *Conversational Analysis

A Future Teachers' Autobiography Club discussion group/research project invited six elementary teacher candidates to read, write about, and discuss ethnic autobiography in order to foster and investigate the potential of peer discussion in teacher learning. Using a selected list of six autobiographies, the researcher hosted monthly dinner meetings. She documented the Club by writing field notes, reading and corresponding with the members in sketchbooks recording thoughts about the books and discussion, analyzing audio tapes and transcripts of the meetings, and debriefing each member in an interview near the end of the study. Analysis suggested that text-related talk without the stage management of a "teacher" offered some strengths and weaknesses. In some cases conversations did not include all members of the group or avoided the text or topics of common interest. The talk could also persist in conflictual ways which might have precluded participants exploring in depth their own or others' perspectives. However, some phases of the

and for discussions of the writing process, but that using portfolios for assessment has proven to be more complicated. As in all assessment, setting the standards is of primary importance. Teacher inservice workshops have been conducted so that teachers could learn how to use portfolios for fair and meaningful assessment. Coordination of school district goals and the technology program will eventually enable the establishment of benchmarks for the measurement of achievement at various levels of education. (SLD)

ED 381 565

TM 022 925

Strategic Plan for the U.S. Department of Education. Working Document.

PUB DATE- Dec 94

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Access to Education; Agenda Setting; Educational Change; Educational Improvement; *Educational Planning; Educational Research; Elementary Secondary Education; Equal Education; *Government Role; Higher Education; Needs Assessment; Organizational Change; *Standards; *Strategic Planning

IDENTIFIERS- *Department of Education

The U.S. Department of Education has developed a new mission statement based on the need to ensure excellence in education for all American students and to provide access to high-quality education for all. This strategic plan focuses attention on a few areas that have been selected as priorities, primarily as a result of legislative successes and recommendations from the National Performance Review. The first priority is to help all students reach challenging academic standards so that they are prepared for responsible citizenship, further learning, and productive employment. Creating a comprehensive school-to-work opportunities system in every state is the second designated priority. The third priority is ensuring access to high-quality postsecondary education and lifelong learning. Transforming the Department of Education into a high-performance organization is the fourth designated priority. Objectives and strategies in support of each of these priorities are outlined. The Department of Education is committed to learners of all ages and to fostering learning, innovation, and teamwork throughout the Department. Three figures complement the discussion. (SLD)

ED 381 566

TM 022 926

Parrish, Thomas B.; And Others

Disparities in Public School District Spending 1989-90. A

Multivariate, Student-Weighted Analysis, Adjusted for Differences in Geographic Cost of Living and Student Need. Statistical Analysis Report.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- Feb 95

NOTE- 192p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Disadvantaged Youth; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Expenditures; Geographic Regions; Minority Groups; Multivariate Analysis; Poverty; *Public Schools; *Resource

Four tables summarize findings. (Contains 22 references.) (SLD)

ED 381 586

UD 030 342

Robison, Esther

An Interim Evaluative Report Concerning a Collaboration between the Children's Aid Society, New York City Board of Education, Community School District 6, and the I.S. 218 Salome Urena de Henríquez School and The Community Schools P.S. 5 and I.S. 218 Spring 1994 Update.

PUB DATE- Mar 93

NOTE- 54p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Community Schools; Cultural Differences; Economically Disadvantaged; Family School Relationship; Grade 6; Grade 7; Grade 8; Intermediate Grades; Junior High Schools; *Middle Schools; Minority Groups; Neighborhood Schools; *Partnerships in Education; *Program Design; *Program Evaluation; Public Schools; *School Community Programs; School Community Relationship; Urban Schools

IDENTIFIERS- New York City Board of Education

This report discusses the development and initial effectiveness of the Community Schools program, a collaborative effort in New York City's Community School District 6 designed to create a new institution that offers a broad range of services for students and their families. The program includes formal and parental education; summer camps; and health, dental, recreational, and counseling services. The report examines the program's components and culture, discusses background information about its planning, reviews the model that was developed, and evaluates the following components: After-School To Extended Day; the Family Center; Mental Health Services; Health and Dental services; and the Academies and the Collaboration. Finally, the impact of this collaboration on the children is discussed. Early indications demonstrate the emerging success of the program at achieving a collaboration among the programs, the staff and the participating professional disciplines, the students, the children, and the parents. Appendixes provide an overview of the evaluation and its activities and an interview guide used for data collection. Also included is the Spring 1994 update for P.S. 5 and I.S. 218. (Contains 18 references.) (CM)

ED 381 587

UD 030 343

Building a Community School: A Revolutionary Design in Public Education.

SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.

PUB DATE- 93

NOTE- 57p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Community Schools; Economically Disadvantaged; Elementary Secondary Education; Family School Relationship; Neighborhood Schools; *Partnerships in Education; *Program Development; Program Implementation; *Public Education; Public Schools; *School Community Programs; School Community Relationship; Urban Schools

IDENTIFIERS- New York City Board of Education

PUB DATE- 94

NOTE- 285p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- *Bilingual Education; Bilingual Students; *Cultural Awareness; *Curriculum Development; Educational Research; Ethnography; Grade 3; *Language Skills; Learning; *Literacy; Primary Education; Qualitative Research; War; *Whole Language Approach; Working Class

IDENTIFIERS- Middle Ages

This book is based on research conducted in a bilingual, (Spanish and English) working-class neighborhood third-grade classroom. It is a qualitative, ethnographic study of the classroom as a system that uses exemplary teaching to show how whole language learning can be explained as a tension between personal invention and social convention. The Sunshine Room, as the classroom was called, evolved throughout the 2 years of the study. The four critical events that are narrated were: (1) the process of negotiating curriculum for the year; (2) the creation of a theme cycle about the Middle Ages; (3) the vicarious experience of war through children's literature and discussion; and (4) a friendship between two children from different cultures. In keeping with the whole language approach, the classroom exemplified a high level of intellectual expectation, symmetric power and trust relationships, authentic language and literacy events, and additive bilingualism and biliteracy. Thirty-three figures illustrate the discussion. Four appendixes present bibliographies for the study of the Middle Ages and war and peace, a whole-language checklist, and an excerpt from a classroom script. (Contains 190 references.) (SLD)

ED 381 608

UD 030 375

Timmer, Doug A.; And Others

Paths to Homelessness. Extreme Poverty and the Urban Housing Crisis.

PUB DATE- 94

NOTE- 216p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- Causal Models; Economically Disadvantaged; *Economic Factors; *Homeless People; *Housing Needs; Low Income Groups; *Poverty; Sociocultural Patterns; Trend Analysis; *Urban Problems

IDENTIFIERS- *Shelters

An exploration of the economic and historical causes of homelessness is combined with accounts of individuals and families who are on the streets or in shelters and how they came to that point. Following an overview of the problem of homelessness and its causes, nine chapters present stories of homeless individuals, friends, and families. These stories demonstrate that there is no culture of poverty that makes people poor and no culture of homelessness that leaves them without shelter. These stories show that large numbers of people become homeless through the processes of urban and industrial decline. The increase in the numbers of homeless people is a result of the social and economic transformations of American cities since the late 1970s. The last two chapters review the complex and simple realities of homelessness and offer some suggestions for resolving it. Shelters and shelter services are not the answer to homelessness; the only real

Legislation; *Teacher Certification; Teacher Education Curriculum; Teaching Experience
IDENTIFIERS- *Minnesota; Teacher Development
In 1993, the Minnesota state legislature established a Teacher Residency Program, and it directed the Minnesota Board of Teaching to report to the education committees of the legislature on developing a residency program as part of teacher licensure. The residency program proposed in this report is one of three components of a restructured teacher licensure program, which includes: teacher preparation in an approved teacher education institution; supervised residency in a professional development school, and multiple assessments of teaching knowledge and skills. The one-year residency is a transition for the beginning teacher who has completed preservice preparation but is not yet licensed to teach without supervision. The residency will differ from current beginning teacher programs in several ways. This report addresses a number of issues related to implementation of a residency program, including: finance, equity, curriculum, employment issues, ratio of residents to professional development schools (PDSs), and impact on teachers licensed in other states. A timeline is proposed, which projects full implementation of the restructured licensure system by 2001. In addition to a historical background on the residency program, the report includes two appendices: "Minnesota Statutes 1993 Supplement" and "Recommendations of Internship Task Force to Minnesota Board of Teaching Regarding Standards for Internship Programs." (Contains 22 references.) (IAH)

ED 381 489

SP 035 820

Rafferty, Cathleen D.

Impact and Challenges of Multi-Site Collaborative Inquiry Initiatives. Professional Development Schools: Changing the Work of the School of Education.

PUB DATE- 14 Feb 95

NOTE- 19p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 12-15, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Action Research; *College School Cooperation; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Partnerships in Education; *Professional Development Schools; *Research Projects; Research Proposals; *Schools of Education; Teacher Education Curriculum; Teacher Educators

IDENTIFIERS- *Collaborative Inquiry; *Indiana State University; Teacher Researchers

This paper describes the process of initiating collaborative inquiry projects at Indiana State University's (ISU) 10 professional development school (PDSs). It discusses what was learned and charts future directions and projected activities. ISU's Collaborative Inquiry Committee/Team (CIC) established a three-phase collaborative inquiry action plan. During the preparation phase, CIC members were immersed in the inquiry process through mini-projects, and the results were analyzed. During the pilot projects phase, workshops for teachers, pilot inquiry projects, and planning for a teacher researcher conference took place. The final phase, establishing the infrastructure, focused on developing an institutional program for teaching and supporting collaborative inquiry projects at

in assisting with change efforts. The assumptions which form the foundation of the C-SIP model are listed, the C-SIP six-step process is outlined, typical school improvement goals are discussed, and implications for staff developers are identified. (Contains 23 references.) (JDB)

ED 381 506

SP 035 878

Heath, M. Pearl; Stange, Terrence.
Early Field Experience: Contributions of the Methods Courses.
PUB DATE- Feb 95

NOTE- 23p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (75th, Detroit, MI, February 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Reports - Research/Technical (143)

DESCRIPTORS- Elementary Education; *Field Experience Programs; Higher Education; Instructional Effectiveness; *Knowledge Base for Teaching; *Methods Courses; *Preservice Teacher Education; Student Development; Student Experience; *Teaching Skills

IDENTIFIERS- *Preservice Teachers

Fifty-seven elementary education students enrolled in methods courses were asked to respond to an open-ended questionnaire to identify what knowledge and skills had been learned as a result of participating in field experiences required in the courses. Students provided 516 individual statements, with 245 being knowledge statements, which included facts or concepts about teaching and learning in schools, knowledge of educational environments, and knowledge of self as a beginning professional, and 271 being skill statements, which included action by the student in professional activity, teaching in a particular content area, acting in context, and professional development. Knowledge statements were primarily associated with professional information related to teaching and content to be taught during field assignments. This is in contrast to knowledge identified by beginning field students who emphasized knowledge associated with career exploration and educational contexts. Skills developed made up more than 50 percent of students' statements and were directly linked to the delivery of classroom instruction in field sites. Field experiences just prior to student teaching seem to differ from those provided at the beginning of a teacher education program in terms of curriculum and instructional emphasis. (Contains 12 references.) (Author/JDB)

ED 381 507

SP 035 879

Geltner, Beverley B.
Shaping New Leaders for New Schools: Using the Case Method for Innovative Teaching and Learning.

PUB DATE- Mar 95

NOTE- 15p.; Paper presented at the International Conference on Case Method Research and Application (12th, Leysin, Switzerland, June 18-21, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Case Studies; College Instruction; *Doctoral Programs; *Educational Administration; Educational Innovation; Faculty Development; Graduate Study; Higher Education; Interdisciplinary Approach; *Leadership Trainings; *Student

Elementary Secondary Education; Exercise; Foreign Countries;
Higher Education; Lifetime Sports; *Recreational Activities
IDENTIFIERS- *England

This paper provides the outline of a session in dance at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance. The purpose of the session was to provide an opportunity to celebrate individual differences while learning new skills for lifelong leisure activity through an English dance form known as "Sequence Dancing." The paper describes the popularity of sequence dancing in England and lists the moves to five particular sequence dances: Lilac Waltz; "O.E.II" Goes Latin; Cambridge-Oxford Stroll; Jive; and Manor House Shuffle. (JB)

ED 381 526

SP 035 904

Corbett, Boris R.
Sport Heroes in Congress.
PUB DATE- 1 Apr 95

NOTE- 24p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Portland, OR, March 28-April 1, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletes; *Athletics; Elementary Secondary Education; Higher Education; Individual Development; Profiles; *Public Service Occupations; Sport Psychology; *Sportsmanship
IDENTIFIERS- *Congress; *Heroes

This paper reports the findings of a study of the role of sports in the lives of U.S. Congressmen and focuses attention on six gifted athletes for whom sports provided preparation for government service. The word "hero" as used in this paper refers to former members of Congress who were admired for their athletic prowess and for their political careers and successes. They participated in sport at the elementary, secondary, and collegiate levels and at amateur, professional, and Olympic levels. The paper argues that the attributes of leadership and teamwork learned from sports can be carried over to successful careers in business, the professions, and public service. It is noted that no women are represented among the heroes because of the historical underrepresentation of women in Congress and the male domination of sports. A description of the research lists the 12 congressmen surveyed for the project and briefly describes the results of an additional survey of women senators and representatives that solicited information on their participation in competitive sports. Many of the women surveyed placed a high value on athletics and sports competition. The bulk of the paper is devoted to profiles of Gerald R. Ford, Jack French Kemp, Robert Bruce Mathias, Charles Thomas McMillen, Ralph H. Metcalfe, and Wilmer David "Vinegar Bend" Mizell. Appended are figures showing the educational value of sport as perceived by the sport heroes of Congress. (JB)

ED 381 527

SP 035 905

Sayre, Nancy E.
Focus on Preschool Aquatics: Child Care Regulations.

PUB DATE- 95

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

study showed participants conducting problem-oriented discussion of text combining personal response and critical reading. The meetings also subsumed different forms and functions of dialogue, from school-like talk to less formal talk among peers. Overall, the club offered difficult but fertile ground both for learning in the context of conversation and for research on that conversation. (Contains 36 references.) (JB)

ED 381 545

TM 022 820

School Profiles 1993-94. E & R Report No. 94.01.

PUB DATE- Apr 94

NOTE- 371p.

LANGUAGE- English

EDRS Price- MF01/PC15 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports -

Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Administrators; Databases;

Elementary Secondary Education; Parent Attitudes; Parents;

*Profiles; Public Schools; *School Statistics; Standardized

Tests; Statistical Data; *Student Characteristics; Surveys;

*Teacher Characteristics; *Test Results

IDENTIFIERS- *Wake County Public School System NC

This document is a collection of profiles of Wake County (North Carolina) Public School System schools in the 1993-94 school year. Profiles have been created to help administrators as they present and analyze information about their schools. The four-page profile of each school contains information describing: (1) the school facility; (2) the student body; (3) the staff; (4) past student performance on standardized tests; and (5) parental responses to surveys conducted during the past 3 years. Some data for newer schools is not available for all the years summarized. Information is stored as microcomputer databases and will be updated annually. Profiles are organized alphabetically by school name in the four categories of elementary schools, middle schools, high schools, and special schools. (SLD)

ED 381 546

TM 022 821

Michaud, Bob

SAT Results for WCPSS 1994 Graduates. Testing Bulletin.

PUB DATE- 23 Aug 94

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports -

Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Achievement Gains; College

Bound Students; *College Entrance Examinations; Comparative

Analysis; *Educational Trends; *High School Graduates; High

Schools; National Norms; Public Schools; Scores; Standardized

Tests; *State Norms; Statistical Data; *Test Results; Trend

Analysis

IDENTIFIERS- *Scholastic Aptitude Test; *Wake County Public

School System NC

After 3 years of dramatic gains, the average Scholastic Aptitude Test (SAT) scores for the Wake County (North Carolina) Public Schools stayed essentially level for 1994 graduates. The scores did reflect a one point drop in the average total score, which is not considered significant. The leveling off matches a similar trend for the entire state. Wake County's average SAT score places it above the state's average scores, and above

Allocation; *School Districts; School District Size; School District Wealth; Socioeconomic Status
IDENTIFIERS- *Weighting (Statistical)

Public school expenditure differentials are especially of interest as they relate to children in particular categories of historical concern, such as minority status, poverty, and other at-risk factors. This report addresses school finance policy through the analysis of school district revenue and expenditure data from the 1990 Survey of Local Government Finances--School Systems. The largest variations in average public education expenditures occur between regions. Fully adjusted expenditures per student are highest in the northeastern region and lowest in the West (\$5,293 versus \$3,632). Public education expenditures per student are higher in smaller districts, and greater expenditures per student are associated with higher community socioeconomic status. More money is actually spent in districts with the highest percentages of minority students (\$4,514 versus \$3,920). While student/teacher ratios vary substantially by district size and region, the distribution of public education resources is substantially closer to being equal than wealth measured by housing values, and somewhat less varied than wealth measured by household income. Thirty-two tables and 38 figures present survey data. Five appendixes contain 21 additional tables of supplemental information. (Contains 33 references.) (SLD)

ED 381 567

TM 022 927

College-Level Academic Skills Test, Technical Report, 1989-90.
PUB DATE- 90

NOTE- 53p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Accountability; Achievement Tests; Associate Degrees; *College Students; *Communication Skills; *Degree Requirements; Higher Education; Language Skills; *Mathematics Achievement; Public Colleges; Racial Differences; Reading Achievement; Scores; Scoring; Sex Differences; State Legislation; Test Construction; *Test Results
IDENTIFIERS- *College Level Academic Skills Test; *Florida

The College-Level Academic Skills Test (CLAST) is part of Florida's system of educational accountability that is mandated by state law. The CLAST is an achievement test measuring students' attainment of college-level communication and mathematics skills identified by faculties of community colleges and state universities. Since August 1, 1984 students in public institutions in Florida have been required to have CLAST scores that satisfy state standards for the award of an associate in arts degree and for admission to upper division status in a state university in Florida. In addition, students in private schools may need CLAST scores to receive state financial aid. The CLAST consists of essay, English language skills, reading, and mathematics tests. Test development is traced, and the test itself is described, along with scoring and development information. Summary data are presented for first-time takers in 1989-90. Passing rates are presented for groups of students classified by race/ethnicity and gender, as well as college status. Fourteen tables present test data for the 1989-90 school year. Six appendixes describe the test in greater detail and list College-Level Academic Skills Project (CLASP) and state-level task force members, 1989-90. (Contains 15 references.) (SLD)

This manual provides a detailed outline of the collaborative efforts between the New York City Public Schools, the city's Community School District 6, and community-based partners to develop a community school in the northern Manhattan neighborhood of Washington Heights. The community school would be an integral part of the community and contain all health and welfare services of a large social service agency under one roof of the public school. It describes the steps taken to reach program goals, some of the obstacles encountered, and the overall philosophy that inspired the effort. Chapters describe how to conduct an assessment of community needs and the matching of services to meet these needs, review the key ingredients within a community school philosophy, explain ways of overcoming conflicts with existing groups and institutions in the area, and explore how to locate adequate funding to support the program. The report concludes with suggestions on the first steps that need to be taken to start a community school. Contains a list of other resources and 13 items for suggested readings. (CM)

ED 381 588

UD 030 345

Carrera, John Willshire
Immigrant Students, Their Legal Right of Access to Public Schools. A Guide for Advocates and Educators. Revised.

SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- 92

NOTE- 117p.; Revised edition of the 1989 report. For related document, see ED 342 868. Some pages in the Appendixes contain broken type.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Access to Education; Child Advocacy; Civil Rights; Court Litigation; Educational Discrimination; Educational Supply; Elementary Secondary Education; Enrollment; Equal Education; Free Education; *Immigrants; *Legal Problems; *Minority Group Children; Parent Role; *Public Schools; School Policy; *Student Rights

IDENTIFIERS- Supreme Court

This updated version of a 1989 document of the same title represents a guide to the immigrant student's legal right of access to public schools based on the 1982 United States Supreme Court ruling in "Plyler v. Doe." Following an introduction, the first of three sections, "School Practices," addresses everyday school practices by outlining prohibited and recommended practices concerning registration, documentation, verification, relations with the Immigration and Naturalization Service, staff training, the need for regulations and rumor control, along with recommended actions for state and local education agencies. The second section, "The Right of Access," addresses the Plyler ruling itself, and the legal reasoning behind it. The third section, "Parents and Advocates," addresses the role of parents and community members in ensuring that schools abide by and respect Plyler and other educational rights of immigrant students. This section contains supplements on foreign student status and relevant search and seizure legislation written to provide more in-depth legal information. In certain parts of the first two sections, statements of principles address the specific issues at hand, while a later format enables readers to choose the level of analysis they

answer lies in the provision of sufficient low-income and affordable housing. (Contains 203 references.) (SLD)

ED 381 609

UD 030 376

Somerton, Wilbur M.; And Others
The MESA Way: A Success Story of Nurturing Minorities for Math/Science-Based Careers.

PUB DATE- 94

NOTE- 212p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Achievement; *Career Guidance; Elementary Secondary Education; *Engineering Education; Incentives; *Mathematics Education; Mentors; *Minority Groups; Parent Participation; Problem Solving; Program Descriptions; *Program Effectiveness; *Science Careers; Student Motivation

IDENTIFIERS- *MESA Program CA

Significant steps have been taken by the Mathematics, Engineering, Science Achievement (MESA) project since its formation in 1970. The founders of MESA began a campaign, first in high schools, and later in middle and elementary schools, to convince educators, parents, and students of the importance of raising standards for the minority children the program targets, and indeed for all students. This book provides a blueprint for the replication of MESA efforts through its profiles of a few individuals (educators, business professionals, and MESA staff) who have created the program. As a how-to manual, this book includes problem-solving approaches that can benefit education as a whole. Basic tenets of the MESA approach include: (1) group study sessions; (2) academic advising; (3) study assistance; (4) extra study bonuses; (5) incentive awards; (6) parent participation; (7) field trips; and (8) summer jobs. Twelve appendixes provide supplemental information, including a table of statistics about MESA graduates. (SLD)

ISU and for expanded and more sophisticated collaborative inquiry projects at the PBS sites. The paper includes summaries, in table format, of the projects undertaken from spring 1994 through spring 1995. Analysis of the program's progress suggests that: (1) collaborative inquiry appears to flourish more readily in elementary and middle schools than in high schools; (2) more support has been provided for PBS faculty than for ISU faculty; and (3) in general, collaborative inquiry projects became more sophisticated over time. Up to \$400 was available to support each collaborative inquiry project. The paper concludes with the call for proposals and the proposal screening criteria. (Contains 12 references. (IAH)

ED 381 490

SP 035 826

Cooke, Gary E.; And Others
Shared Visions for Educational Advancement: The UT-ADAPT ACADEMY for Early Childhood Teacher Preparation.

PUB DATE- 14 Feb 95

NOTE- 31p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (47th, Washington, DC, February 12-15, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Cooperative Programs; *Curriculum Development; *Early Childhood Education; Field Experience Programs; Higher Education; Inservice Teacher Education; Models; *Preservice Teacher Education; Professional Development; Student Teaching; *Teacher Education Programs

IDENTIFIERS- *Developmentally Appropriate Programs; *University of Toledo OH

The UT-ADAPT (University of Toledo-Associates for Developmentally Appropriate Practices in Teaching) Academy for Early Childhood Education and Teacher Preparation in Ohio consists of teachers, university faculty, agency service providers, health care professionals, administrators, parents, and community leaders who share goals for early childhood education. The primary objective of the Academy is the development, implementation, and maintenance of an exemplary preparation program for adults choosing careers in early childhood education. The Academy also supports professional development and collaborative activities of its members. Academy members are involved in recruitment and selection of candidates for teacher education, the curriculum of the preparation program, and field and clinical experiences. The Academy's approach is based on principles of Developmentally Appropriate Practices for young children. Advantages of the Academy approach include affirmation and support among collaborating professionals, best practice experience, and professional growth and development. This paper presents principles governing the establishment of the Academy, resources, grants awarded, evaluation of progress, conference presentations, and problems and obstacles. Appendixes include an organization chart, a proposed Ohio teacher licensure chart, goals for the redesign of the teacher preparation program, a composite membership profile, a professional needs survey, a professional development activities survey, and sample focus group discussion questions. (JDD)

ED 381 491

SP 035 841

Hessner, Kyle Ann
Multiculturalism in the Professional Studies...Or Pardon Me I

Evaluation; Teaching Methods; Theory Practice Relationships;
Undergraduate Study

IDENTIFIERS- *Case Method (Teaching Technique); Comprehensive
Examinations; *Eastern Michigan University

The educational administration faculty at Eastern Michigan University sought to expand the linkage between theory and practice in all aspects of the program and to bridge traditional course divisions. A department-wide case method initiative was introduced with the purpose of developing the case-method teaching skills of all department members and infusing case teaching in the design of all courses and in classroom instruction and assessment at all levels. The University's Faculty Center for Instructional Excellence presented workshops on case instruction, provided sample materials, and conducted individual faculty coaching sessions on the writing and teaching of cases. For the doctoral comprehensive examination, an interdisciplinary case study was developed, to assess the knowledge base and skill levels attained by students by confronting them with a complex, reality-based problem. Writing the doctoral case examinations served as a powerful opportunity for all faculty to collaborate on a significant teaching and grading innovation. Applying the case method to the doctoral comprehensive examination has had enormous impact on all aspects of the program including faculty knowledge, teaching repertoire, and attitudes; student interest, motivation, and understanding; assessment of student learning; and course and program design at the doctoral, specialist, and master's level. (Contains 25 references.) (JDB)

ED 381 508

SP 035 880

Spor, Tara M.
Students for Education.

PUB DATE- 21 Nov 94

NOTE- 6p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (Orlando, FL, November 16-21, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- College Students; Department Heads; Elementary
Secondary Education; *English Teacher Education; Higher
Education; Organizational Effectiveness; Personal Narratives;
*Preservice Teacher Education; *Student College Relationship;
*Student Educational Objectives; *Student Organizations;
Student Teaching

IDENTIFIERS- *Rutgers the State University Camden NJ; Students
Activity Funds

This paper is the text of a speech given by the president of "Students for Education," a students' organization at Rutgers-The State University at Camden (New Jersey), describing her experiences organizing and leading the group. She describes the organization's first year when it was a grassroots organization with the goal of becoming an officially recognized student group. Activities that year included creating a student advisory board and meetings with members of the Department of Education over development of a new admissions policy. In the spring of 1993 Students for Education was recognized as an official student group and the speaker was elected president. She then focused in the next year on securing funds and an office on campus for Students for Education. When a detailed budget and schedule of planned events was submitted, the speaker reports that they received immediate approval for

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Aquatic Sports; Child Caregivers; *Day Care Centers; Preschool Education; *Preschool Teachers; Safety; *Safety Education; Safety Equipment; School Safety; Swimming Pools; *Water; Water Treatment

This paper proposes state regulations for the training of child care staff members in developmentally appropriate safe aquatic practices, outlines required features of any pools that children visit, and suggests safe practices for water-related activities at child care centers and swimming pools. The staff training regulation suggestions include requirements for on-duty lifeguards, for cardiopulmonary resuscitation (CPR) training for lifeguards and staff members, and for staff members to know first aid, water safety rules, how to swim, all pool regulations, and other provisions. Pools should be surrounded by a fence, have self-locking gates, have emergency telephone numbers and first aid kits available, have filtration systems, have annual inspection by the local Department of Health, be located away from play areas, have daily chemical checks, and have water temperature at least at 70 degrees. For water activities on site at child care centers, equipment should be cleaned daily and emptied and put away when not in use, staff should have CPR water safety training, and a staff-to-child ratio of one-to-two should be maintained. (JB)

ED 381 528

SP 033 906

Ballew, Jerry L.

HPERB Administrators' Perspectives Concerning Importance and Practice of Selected Marketing Methods.

PUB DATE- 1 Apr 95

NOTE- 27p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Portland, OR, March 28-April 1, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Administrator Attitudes; Administrators; *College Administration; Dance Education; Health Education; Higher Education; *Marketing; National Surveys; *Physical Education; Recreational Programs

This paper reports on the critical role that marketing can have on the health, physical education, recreation, and dance professions (HPERB) and on a national survey of college administrators in the field and their attitudes and practices at the college level. The first half of the paper briefly traces the growing impact of marketing on service sector entities and clarifies misconceptions and misunderstandings about marketing that hinder its acceptance and implementation at institutions of higher education. This section covers marketing history and the HPERB professions, principles of marketing, and marketing methods. The research report describes a survey of 887 administrators (43 percent responded with usable surveys) and their personal perspective on the importance and current levels of practice of 15 marketing methods. From the results the paper concludes that the perceived importance of marketing methods is not reflected in equivalent practice as respondents rated 13 of the 15 marketing methods important and yet reported their practice of these as infrequent. In addition administrators at HPERB units in higher

many states nationwide. When only states for which SAT scores are available for at least 40% of graduating seniors are considered, Wake County scores above Oregon, which is in first place. Ten tables and three figures illustrate test results and comparative information for the rest of the state. (SLB)

ED 381 547

TM 022 828

Monitoring Education-for-All Goals: Focussing on Learning Achievement. Progress Report on the Project's First Five Countries: China, Jordan, Mali, Mauritius, Morocco.

PUB DATE- Mar 94

NOTE- 70p.

LANGUAGE- English

EDRS Price- MF01/PC99 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; Basic Skills; Daily Living Skills; Decision Making; Educational Assessment; *Educational Planning; Educational Research; *Elementary Secondary Education; Foreign Countries; International Education; International Studies; Literacy; *National Programs; Numeracy; *Pilot Projects; Program Development

IDENTIFIERS- *Basic Education; China; Jordan; Mali; Mauritius; Monitoring; Morocco; UNESCO; UNICEF

The joint UNESCO-UNICEF Monitoring Education-for-All Goals Project was launched in September 1992. The first phase of the project was implemented in five pilot countries (China, Jordan, Mali, Mauritius, and Morocco) with the express aim of providing national decision makers with practical tools for monitoring basic education in their countries and building national capacities. Each pilot country has developed a simple, workable, and sustainable methodology for monitoring basic education with a focus on learning achievement in terms of literacy, numeracy, life skills, and other factors that influence achievement. Each country has established a national task force, identified representative samples of schools and students, and conducted pilot tests of survey instruments and data analysis. Each country has begun writing a national report. The second year of the project will add eight countries, which will draw on the experiences of the pioneer five to develop their own monitoring systems. Eight tables present study findings, and seven tables in two appendixes present supplemental detail. (Contains 22 references.) (SLB)

ED 381 548

TM 022 849

The North Carolina 1994 Scholastic Aptitude Test Report.

PUB DATE- Aug 94

NOTE- 73p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110); Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Achievement Gains; College Bound Students; *College Entrance Examinations; Educational Trends; High Schools; *High School Students; School Statistics; *Scores; *State Norms; State Programs; Statistical Data; Tables (Data); Testing Programs; *Test Results; Trend Analysis

IDENTIFIERS- *North Carolina; *Scholastic Aptitude Test

The 1994 report is the fifth annual report of North Carolina Scholastic Aptitude Test (SAT) results since special state reporting began in 1990. Information is available for the nation, the state, and the 119 school systems and 2 special schools in North Carolina. It is the third year that all SAT-

College-Level Academic Skills Test, Technical Report, 1991-92.

PUB DATE- 92

NOTE- 47p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Accountability; Achievement

Tests; Associate Degrees; *College Students; *Communication

Skills; *Degree Requirements; Higher Education; Language

Skills; *Mathematics Achievement; Public Colleges; Racial

Differences; Reading Achievement; Scores; Scoring; Sex

Differences; State Legislation; Test Construction; *Test Results

IDENTIFIERS- *College Level Academic Skills Test; *Florida

The College-Level Academic Skills Test (CLAST) is part of Florida's system of educational accountability that is mandated by state law. The CLAST is an achievement test measuring students' attainment of college-level communication and mathematics skills identified by faculties of community colleges and state universities. Since August 1, 1984 students in public institutions in Florida have been required to have CLAST scores that satisfy state standards for the award of an associate in arts degree and for admission to upper division status in a state university in Florida. In addition, students in private schools may need CLAST scores to receive state financial aid. The CLAST consists of essay, English language skills, reading, and mathematics tests. Test development is traced, and the test itself is described, along with scoring and administration information. Summary data are presented for first-time takers in 1991-92 classified by race/ethnicity and gender, as well as college status. Fifty-six percent of students passed the CLAST in June 1992. Fourteen tables present test data for the 1991-92 school year. Six appendixes describe the test in greater detail and list College-Level Academic Skills Project (CLASP) and state-level task force members, 1991-92. (Contains 15 references.) (SLB)

ED 381 569

TM 022 929

College-Level Academic Skills Test, Technical Report, 1992-93.

PUB DATE- 93

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Accountability; Achievement

Tests; Associate Degrees; *College Students; *Communication

Skills; *Degree Requirements; Higher Education; Language

Skills; *Mathematics Achievement; Public Colleges; Racial

Differences; Reading Achievement; Scores; Scoring; Sex

Differences; State Legislation; Test Construction; *Test Results

IDENTIFIERS- *College Level Academic Skills Test; *Florida

The College-Level Academic Skills Test (CLAST) is part of Florida's system of educational accountability. Mandated by state law, the CLAST is an achievement test measuring students' college-level communication and mathematics skills identified by faculties of community colleges and state universities. Since August 1, 1984 students in public institutions in Florida have been required to have CLAST scores that satisfy state standards for the award of an associate in arts degree and for admission to upper division status in a state university in Florida. In addition, students in private schools may need CLAST scores to receive state financial aid. The CLAST consists

wish to pursue. A table of cases, endnotes, list of contacts, an appendix of sample materials, and a 20-item bibliography are included. (CM)

ED 381 589

UD 030 346

Looking for America, Volume 1. Promising School-Based Practices in Intergroup Relations.

SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- Apr 94

NOTE- 161p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Conflict Resolution; Cultural Pluralism; Curriculum Development; Educational Strategies; Elementary Schools; Elementary Secondary Education; Ethnic Groups; High Schools; *Immigrants; *Intergroup Relations; Middle Schools; *Minority Groups; Parent Participation; Parent School Relationship; Profiles; Program Descriptions; *Public Schools; School Role; Student School Relationship; Surveys

IDENTIFIERS- *Diversity (Student)

This report presents results from a National Coalition of Advocates for Students' (NCAS) study (Looking for America) of intergroup relations between immigrant and U.S. born students in public schools and the organization's collaboration with selected schools to improve those relationships. The report reveals school practices designed to improve intergroup relations, presents evidence of strategic planning and deliberate interventions that foster improvements in intergroup relationships between students through on-site implementation in seven schools across the country, and documents the knowledge gleaned from the intervention sites. Profiles of 16 school programs are described, and the characteristics of what is required for these types of programs to work are listed. The profiles reveal the extent of the student diversity within these schools as well as the diversity of the actions taken to meld the groups into a harmonious whole. Their experience reveals that respect for one another can be taught and that steps can be taken to broaden students' understanding that the world is wider than political and cultural boundaries allow. Appendixes contain the research methodology and criteria for including a particular school in the research, a list of resources, and information on the NCAS. (Contains 19 references.) (CM)

ED 381 590

UD 030 347

Delivering on the Promise: Positive Practices for Immigrant Students.

SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.

PUB DATE- Jun 94

NOTE- 198p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Cultural Pluralism; Curriculum Development; *Educational Planning; Educational Strategies; Elementary Schools; Elementary Secondary Education; Ethnic Groups; High Schools; *Immigrants; *Instructional Innovations; Middle Schools; Minority Groups; Parent Participation; Parent School

Believe Your Values May Be Showing.
 PUB DATE- 93
 NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
 LANGUAGE- English
 EDRS Price- MF01/PC01 Plus Postage.
 PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
 (150); Reports - Evaluative/Feasibility (142)
 DESCRIPTORS- Anglo Americans; *Course Content; Cultural Pluralism; Early Childhood Education; *Education Courses; Higher Education; Integrated Activities; Mexican Americans; *Multicultural Education; *Preservice Teacher Education; Student Experience; *Teacher Education Curriculum; Values
 IDENTIFIERS- National Council for Accreditation of Teacher Educ; *Preservice Teachers

This study examined how preservice teachers in a large southwestern university experience multiculturalism which has been infused across the professional studies curriculum. The university is accredited by the National Council for the Accreditation of Teacher Education (NCATE) which requires that accredited institutions address the issue of cultural diversity in the professional studies courses. Five students (four Anglo and one Mexican-American) who were in the Early Childhood block program were interviewed and observed; textbooks, syllabi, and class notes were examined. Classes observed included Language Arts, Classroom Organization and Management, Principles and Applications of Effective Instruction, and Computer Applications. Findings indicated that students were hearing issues and concerns rather than specific content or skills such as how to modify curriculum or teaching styles. Information was fragmented and was not being included in assessments or evaluations. Generally, language issues were addressed, with some minor references to ethnicity and cultural effects. There appeared to be a relationship between students' specific coursework in multicultural education and the ability to notice or "hear" multiculturalism in other courses. The paper concludes that there is a lack of parallelism between the ideal and formal levels of multiculturalism and the experiential level of curriculum as it relates to multiculturalism in the professional studies courses. (Contains 13 references.) (JDB)

ED 381 492 SP 035 848

Tomlinson, Louise M., Ed.
 The Imperative Educational Network: Parents, Teachers, and Concerned Individuals. Volume 1. Proceedings of the Imperative Educational Network Conference (Athens, Georgia, 1989).
 SPONS. AGENCY- Georgia Univ., Athens. Coll. of Education.
 PUB DATE- 90

NOTE- 95p.; For other volumes, see SP 035 849-851.
 LANGUAGE- English
 EDRS Price- MF01/PC04 Plus Postage.
 PUB TYPE- Collected Works - Proceedings (021)
 DESCRIPTORS- *Academic Achievement; Counseling; Elementary Secondary Education; Minority Groups; Networks; Parent Influence; Parent Participation; Parent Role; *Parent School Relationship; *Parent Student Relationship; *Parent Teacher Cooperation; Social Support Groups; Student Development; Textbook Bias; Tutorial Programs
 IDENTIFIERS- Georgia

This conference was designed to provide a forum for the exchange of ideas relevant to how parents, teachers, and other concerned individuals can contribute to the strengthening of the

funding. An account of an official meeting of the new chairperson of the Education Department with the group describes the announcement that all education students might not be guaranteed student teaching placements and that a fee might be instituted for student teaching assignments. The paper closes with a description of follow-up activities of the speaker and her group to address these concerns. (JB)

EP 381 509

SP 035 881

Weiler, Robert M.
Using Published Teaching Techniques To Develop Lesson Plans.
PUB DATE- 8 Oct 94

NOTE- 6p.; Paper presented at the National Conference of the American School Health Association (68th, Houston, TX, October 8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Guidelines; *Health Education; Higher Education; Inservice Teacher Education; *Instructional Design; *Lesson Plans; *Methods Courses; Preservice Teacher Education; Teaching Methods

This paper provides guidelines on how to develop complete lesson plans using information from selected published articles and a standard lesson plan outline. The technique is designed as a culminating project for a methods and materials health education course or a teacher inservice activity. Students select a journal article that describes an innovative process-specific or content-specific teaching strategy. They then develop a complete lesson plan using an outline adapted from K. Middleton's "Anatomy of a Lesson." Enough information is provided to enable a substitute teacher to implement the lesson with minimal preparation. Students can demonstrate the selected lesson for evaluation and provide copies of their strategy to classmates. Students report that they enjoy reviewing strategies and being exposed to the creative ideas of other health educators, and they feel that they acquire additional insights about planning, organizing, and directing lessons. Assignment guidelines and a copy of the lesson plan outline are appended. (JBB)

ED 381 510

SP 035 882

Weiler, Robert M.
The Role of School Health Instruction in Preventing Injury:
Making It Work.

PUB DATE- 21 May 93

NOTE- 7p.; Paper presented at the World Conference on Injury Control (2nd, Atlanta, GA, May 21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Accident Prevention; Accidents; *Course Content; *Educational Needs; Elementary Secondary Education; *Health Education; *Injuries; Instructional Development; *Prevention; Safety; *Safety Education

Reducing the incidence and severity of child and adolescent injuries requires a multifaceted approach involving broad-based health and social service agencies, including schools.

education are consistent in their ratings of the importance and practice of the selected marketing methods despite regional and institution-type differences. Appendix contains the survey instrument, and a figure depicting the ratings of importance and level of current practice of 15 selected marketing methods. Contains 33 references. (Jb)

ED 381 529

SP 035 908

Owens, Martha; Rockett, Susan
Every Child a Winner with Inclusion.

PUB DATE- 95

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Academic Achievement; *Curriculum Development;
*Disabilities; Elementary Education; Elementary School
Students; *Inclusive Schools; *Individualized Education
Programs; Mainstreaming; *Movement Education; Program
Descriptions; Regular and Special Education Relationship; Self
Esteem; Teacher Effectiveness

IDENTIFIERS- *Every Child a Winner

This paper describes the "Every Child a Winner" curriculum that provides inclusion for special needs children in elementary classrooms. Key elements of the curriculum for all ability levels are: improved fitness and motor skills, and enhanced academics and self-esteem for every child. Early program development is described as growing out of movement concepts that were later delineated into objectives and sequential movement experiences for children in daily lessons. The rationale for using movement concepts was that these were thought to better serve the needs of all students as well as those with special needs. Strategies are enumerated: the content decision; the appropriate teaching facility; the selection of equipment and apparatus; and the teaching method, class organization, and discipline techniques. In summary the paper describes the curriculum as centered on space awareness, body awareness, qualities of movement, and relationships. The paper also reports that field tests have found some strategies to be particularly effective: movement concepts for content; facility changes to allow students more flexibility; equipment selection to allow a variety of shapes, sizes, weights, and adaptability; indirect teaching methods; class organization to permit student decisions about grouping; and positive discipline which facilitates student responsibility for their own behavior. A program specification sheet is appended. (Jb)

ED 381 530

SP 035 918

Abdal-Haq, Ismat

ERIC as a Resource for the Teacher Researcher. (ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- Mar 95

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071)

DESCRIPTORS- Action Research; Bibliographic Databases; *Computer
Uses in Education; *Educational Research; *Educational
Resources; Elementary Secondary Education; Higher Education;

takers previously had the opportunity to take the PSAT at state expense. It is also the first year that the state supported student participation in advanced placement courses in every school system. While the participation rate on the SAT remained the same as in the previous year, North Carolina students made a one-point gain in 1994 from the previous year. Since 1989, North Carolina is the only SAT state (at least 40% of graduating seniors taking the SAT) to have 5 consecutive years of improvement. In fact, in 10 of the last 11 years, the state's total SAT scores have increased from the previous year's score. In the last 5 years North Carolina increased its average SAT score by 24 points. Test result information is presented in 19 tables and 23 figures. (SLB)

ED 381 549

TM 022 832

Glaser, Robert; Silver, Edward
Assessment, Testing, and Instruction: Retrospect and Prospect.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- Jun 94

NOTE- 40p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches,
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Assessment; Educational Change;
Educational History; Educational Improvement; Educational
Practices; Educational Testing; Elementary Secondary Education;
*Instructional Effectiveness; *Selection; Standardized Tests;
*Student Placement; *Teaching Methods; Test Construction; *Test
Use; Track System (Education)

IDENTIFIERS- Reform Efforts

Some of the deficiencies and abuses associated with past testing practices are reviewed, and some of the present and future possibilities for educational assessment are explored. At this time, assessment and testing in American schools are caught between the rhetoric of reform and the intransigence of long-established practices. Use of measurement of intellectual abilities for educational purposes has followed two lines of historical development: testing for selection and placement and assessment of educational outcomes. Mounting evidence of the negative consequences resulting from use of selection testing for differential placement in academic tracks calls for questioning the wisdom of such test use in schools. Assessment of school achievement has become increasingly institutionalized and separated from instruction. Ways to ensure that testing and teaching interact to work for the improvement of instruction are the focus of much current interest. New forms of assessment responsive to the needs of instruction are the goals of future test development. (Contains 94 references.) (SLB)

ED 381 550

TM 022 834

Noble, Audrey J.; Smith, Mary Lee
Measurement-Driven Reform: Research on Policy, Practice,
Repercussion.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- Aug 94

NOTE- 32p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches,

of essay, English language skills, reading, and mathematics tests. Test development is traced, and the test itself is described, along with scoring and administration information. Summary data are presented for first-time takers in 1992-93 classified by race/ethnicity and gender, as well as college status. Fifty-six percent of students passed the CLAST in June 1993. Fourteen tables present test data for the 1992-93 school year. Six appendixes describe the test in greater detail and list College-Level Academic Skills Project (CLASP) and state-level task force members, 1992-93. (Contains 15 references.) (SLD)

ED 381 570

TM 022 930

College-Level Academic Skills Test, Technical Report, 1993-94.

PUB DATE- 94

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Accountability; Achievement Tests; Associate Degrees; *College Students; *Communication Skills; *Degree Requirements; Higher Education; Language Skills; *Mathematics Achievement; Public Colleges; Racial Differences; Reading Achievement; Scores; Scoring; Sex Differences; State Legislation; Test Construction; *Test Results

IDENTIFIERS- *College Level Academic Skills Test; *Florida
The College-Level Academic Skills Test (CLAST), mandated by state law, is part of Florida's system of educational accountability. The CLAST is an achievement test measuring students' college-level communication and mathematics skills as identified by faculties of community colleges and state universities. Since August 1, 1984 students in public institutions in Florida have been required to have CLAST scores that satisfy state standards for the award of an associate in arts degree and for admission to upper division status in a state university in Florida. In addition, students in private schools may need CLAST scores to receive state financial aid. The CLAST consists of essay, English language skills, reading, and mathematics tests. Test development is traced, and the test itself is described, along with scoring and administration information. Summary data are presented for first-time takers in 1993-94 classified by race/ethnicity and gender, as well as college status. Fifty-three percent of students passed the CLAST in June 1994. Fourteen tables present test data for the 1993-94 school year. Six appendixes describe the test in greater detail and list College-Level Academic Skills Project (CLASP) and state-level task force members, 1993-94. (Contains 15 references.) (SLD)

ED 381 571

TM 022 931

Student Achievement of College-Level Communication and Mathematics Skills in Florida: 1989-90.

PUB DATE- Dec 90

NOTE- 69p.; Prepared by the Standing Committee on Student Achievement of the Articulation Coordinating Committee.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Accountability; Achievement Tests; Associate Degrees; *College Students; *Communication Skills; *Degree Requirements; Educational Trends; Essay Tests; Higher Education; Language Skills; *Mathematics Achievement; Public Colleges; Reading Achievement;

Relationship; *Partnerships in Education; Profiles; Program Descriptions; *Public Schools; *Remedial Programs; School Role; Student School Relationship; Teacher Education
IDENTIFIERS- *Diversity (Student)

This report highlights selected schools and their collaborative efforts in pulling educators, families, and communities together to support a particular school's success and the well-being of its immigrant students. The report documents promising practices, but also places these efforts in broader contexts, both practical and theoretical. These practices illustrate how immigrant student issues are inseparable from broader and deeper issues of innovation and reform in public school education. Specific areas that these programs address are the following: creative approaches to classroom learning; helping students to take charge of their own learning; innovative actions that make schools more inclusive; efforts that link learning with strong home, school, and community ties; and new ways of educating educators and conducting professional development that respond to the need for educating for a diverse world. The final section examines two primary themes found in these practices: starting with the learner and using schools as strategic sites for collaboration and change. Appendixes contain research methodology, a glossary of terms, information on the National Coalition of Advocates for Students, a list of educational entitlements for all children, and a list of selected readings by subject area. (CM)

ED 381 591

UD 030 348

Goldenberg, Claude; Sullivan, Jessie
Making Change Happen in a Language Minority School: A Search for Coherence. Educational Practice Report: 13.
SPONS. AGENCY- California State Dept. of Education, Sacramento.; Office of Educational Research and Improvement (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.

PUB DATE- 94

NOTE- 38p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141)

DESCRIPTORS- *Academic Achievement; *College School Cooperation; Educational Environment; Educational Improvement; *Educationally Disadvantaged; Educational Objectives; *Educational Planning; Elementary Education; Elementary Schools; Ethnic Groups; Hispanic Americans; *Instructional Improvement; Leadership; *Limited English Speaking; Minority Groups; Program Evaluation; School Administration; Teacher Expectations of Students; Urban Schools
IDENTIFIERS- California; Hispanic American Students; Language Minorities; Latinos

This paper reports on a project aimed at improving academic achievement at a predominantly Latino elementary school in the metropolitan Los Angeles area. Project activities were guided by a school change model that helped provide a coherent, sustained focus over a period of several years. The model suggests four elements that can be used to produce changes in teaching and learning: goals that are set and shared; indicators that measure success; assistance by capable others; and leadership that supports and pressures. Administration and faculty at the school, aided by University of California, Los Angeles researchers, made substantial improvements in teacher expectations, teaching, school climate, and student achievement. (Contains 105 references.) (CM)

educational support system, and to generate practical information on strategies to improve achievement levels of youth. The first article, titled "Conference Program Prospectus" by Louise M. Tomlinson, offers a rationale for the conference, describes the conference structure, and notes its intended outcome as a program model that can be replicated throughout Georgia. The proceedings document then provides: (1) a keynote address by Reginald Wilson titled "The Educational Achievement of Our Youth: The Challenge"; (2) concurrent presentations, including "Counseling: Bridging the Gap between Teachers and Parents" (Dwight Davis) and "Reading and the Minority Child in Today's School System" (Dolores J. Bantzjer-Wolfe); (3) two luncheon addresses: "The Imperative Educational Network" (Claire C. Swann) and "The Athens Tutorial Program Story" (Barbara Thurmond Archibald); (4) three task force reports: "Effective Tutorial Assistance," "Networking Community Support Groups," and "Strengthening the Parent Forum"; and (5) a closing session "Reaction to the Task Force Reports" by Asa G. Hillford. (JDD)

Recognition of the need for injury prevention education began with the Industrial Revolution in the 1900s, and safety education was developed as a unit of health instruction in the schools of the 1920s and 1930s. With the growing popularity of the automobile, concerns about traffic safety, pedestrian safety, and alcohol use and the automobile, brought about expansion of health education programs. Injury prevention and safety today are considered a content area of comprehensive school health instruction. Instruction should include attitudes toward safety, causes of accidents, home and school safety, traffic safety, fire prevention, survival education, environmental hazards, accident prevention, emergency health care, safety personnel, resources and agencies, individual safety precautions, recreational safety, occupational safety, safety rules, and laws and regulations. The content should be age-appropriate and should reflect the health problems of the nation, state, and local communities. State mandates concerning injury prevention instruction are noted, a list of barriers to effective injury prevention instruction is presented, and recommendations for program development are offered. (JBB)

ED 381 511

SP 035 883

Evans, Shirley King

Nutrition Education Materials and Audiovisuals for Grades

Preschool through 6. Special Reference Briefs.

PUB DATE- Jul 94

NOTE- 67p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Audiovisual Aids; Curriculum; Dietetics; Elementary Education; *Foods Instruction; Health Education; *Instructional Materials; Nutrition; *Nutrition Instruction; Preschool Education

This resource guide lists nutrition education materials, audiovisuals, and other materials for elementary school classroom use. Topics covered include general nutrition, food preparation, food science, and dietary management. Teaching materials listed include books, brochures, food models, games, kits, videocassettes, audiocassettes, activity sheets, posters, and lesson plans. Items are listed within the following categories: curriculums (34 items), learning activities (40 items), storybooks (19 items), audiovisuals (51 items), resources written for children (9 items), and resources for adults (75 items). For each item listed, information includes title, author, type of material, length (pages or minutes), publisher or producer, National Agricultural Library call number, and summary of content. A few of the items are available in languages other than English. Items are available on loan from the National Agricultural Library; guidelines for requesting materials are provided. (JBB)

*Research Tools; Teacher Education; Teachers; Telecommunications
IDENTIFIERS- *ERIC; ERIC Digests; Teacher Development; *Teacher
Researchers

This digest outlines salient characteristics of teacher-led research and its benefits to teachers and students. A discussion of selected resources for teacher researchers, which are available through various components of the Educational Resources Information Center (ERIC), follows the overview. Effective teacher research is an empowering professional development activity that can assist teachers in several ways: (1) it empowers teachers, giving them greater confidence in their ability to individually and collectively promote change; (2) it develops and improves intellectual and technical skills; and (3) it expands career opportunities. Because teacher research is typically driven by a teacher's desire to improve his or her practice, and because it is focused on a specific problem, students generally reap immediate benefits from the teacher's findings. ERIC can assist teacher researchers to plan, implement, and disseminate their research. Specific ERIC resources that may be particularly useful include the ERIC database, the AskERIC Virtual Library and other Internet-based resources, ERIC publications, and subject-specific ERIC clearinghouses. Examples of information from some of these specific resources found within the ERIC system are given, and contact information for identified resources is included. (Contains 16 references.) (JAH)

Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Assessment; Educational Change; Educational Policy; Elementary Secondary Education; Ideology; Measurement Techniques; *Policy Formation; Political Influences; *State Programs; *Test Construction; *Testing Programs; Test Use

IDENTIFIERS- *Arizona Student Assessment Program; *Measurement Driven Instruction; Performance Based Evaluation; Reform Efforts

The Arizona Student Assessment Program (ASAP) epitomizes the principle on which measurement-driven reform is based, "You get what you assess." This policy study examines the ideologies and intentions of groups instrumental in the creation and implementation of a performance-based assessment reform. The study was conducted by interviewing members of the Arizona educational policy-shaping community and by examining documents and artifacts related to testing. It reveals both the ambiguities characteristic of the policy-making process and the dysfunctional side effects that evolve from the policy's disparities. Arizona's plan to reform its schools is still held captive by conflicting political forces and ideologies. ASAP appeals to many because of its ambiguity, but this same characteristic may undermine its capacity to bring about substantial change in educational practice. (Contains 30 references.) (Author/SLD)

Scores; Scoring; Sex Differences; Standards; State Legislation;
Test Construction; *Test Results
IDENTIFIERS- *College Level Academic Skills Test; *Florida
The College-Level Academic Skills Test (CLAST) is an examination
of achievement in communication skills and mathematics that is
mandated by state law for college students in community
colleges and state universities in Florida as a requirement for
an Associate's degree or for entry into upper-level courses.
Higher CLAST standards went into effect in August 1989. Results
presented in this report describe the first year of transition
based on higher standards. Data from previous years suggested
that many college students were not prepared for the higher
standards, with the essay and mathematics portions of the
examination the weakest areas. In 1989-90 students performed
best in Reading and English Language Skills, followed by essay
and mathematics subtests. Overall passing rates of community
college examinees at 52% and private college examinees (also
52%) were below that of public university students at 76%.
Racial and ethnic differences are also examined, and
recommendations are made to enhance student performance on the
revised CLAST. Ten figures and 17 tables present test data.
Three appendixes list standing committee members and summarize
CLAST performance. (SLD)

Stauffer, Paula, Ed.

Youth in Low-Income Urban Environments: We Have Better Things To Do Than Drugs, Alcohol, Tobacco, and Other Drugs Resource Guide.

PUB DATE- Feb 93

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Adolescents; *Alcohol Abuse; *Drug Abuse; Economically Disadvantaged; *Low Income Groups; *Prevention; Printed Materials; *Resource Centers; *Resource Materials; Substance Abuse; Urban Areas; Urban Youth

This guide provides resource information on organizations and programs in the area of alcohol and drug abuse prevention aimed at low-income youth in urban settings. The guide is divided into the following two resource sections: Prevention Materials for Youth in Low-Income Urban Environments and Studies, Articles, and Reports on Youth in Low-Income Urban Environments. Each listing in the first section provides the program title for the material, the organization involved, year of implementation, material format, topic of concern, target audience and setting, the readability level of the materials, where to get the material, and a brief description of the materials. Each listing in the second section provides the names and abstracts of government publications and journal articles and sources of these materials. The guide concludes with an alphabetical list of groups, organizations, and programs on youth in low-income, urban environments. (CM)

ED 381 593

UD 030 353

Manning, M. Lee; Baruth, Leroy G.

Students at Risk.

PUB DATE- 95

NOTE- 384p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; Case Studies; Children; *Disadvantaged Youth; *Educational Assessment; Elementary Secondary Education; *High Risk Students; *Identification; Interventions; Nontraditional Education; Parent Participation; Program Effectiveness; Social Problems; Teacher Education; *Teaching Methods

Intended for teacher educators, educators working daily with at-risk students, and human services specialists, this book operates from the premises that: (1) at-risk children and adolescents deserve the attention of professionals; (2) at-risk conditions and behaviors can be identified and their effects assessed; (3) effective programs and interventions can address at-risk conditions and behaviors; and (4) at-risk children and adolescents need objective identification and assessment. Part 1 introduces the problems of at-risk learners and methods for identifying and assessing their problems. Part 2 takes a more detailed look at school and societal conditions, and personal at-risk characteristics and provides examples of successful programs addressing them. Part 3, "The School's Response," examines classroom procedures, alternative learning environments, parent and family involvement, and exemplary programs aimed at school and societal conditions. The book has suggested activities, case studies, and other features designed

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